Break

"If the violence gets worse I shall stop taking my dad to football."

Monk's bane

Bernard Donoghue's decision to resign his post in the politics department of the London School of Economics rather than leave the Prime Minister's side is making some people ask whether universities have gone mad. Donoghue, evidently pressed to stay at No 10, where he draws a salary well in excess of that normally earned by even a professor of politics, should not come to much harm. He is not likely to be left sculling around the academic scene when he does leave. Several years working directly to the Prime Minister cannot be too bad a disqualification for teaching students about British politics.

LSE evidently has a rule that two years is the most leave anyone may take without giving up their post. It gave Donoghue a year's extension but then, in accordance with the rule, asked him whether he was coming back. There was a similarly graceless episode when Lord Robbins became chairman of the *Financial Times* in 1961.

Ralf Dahrendorf, the director of LSE, is a great proponent of the view that links between government and university should be stronger and more flexible, that mutual exchanges would be beneficial to public policy, and that such exchanges might be set upon a firmer footing by some sort of institutional set-up. That the LSE should then go and be doctrinaire about a particular case cannot have pleased him much, or helped the cause.

The universities are a bit short of friends in cost conscious high places just now. If this week's mutterings are anything to go on, this little demonstration of unwillingness to hand over talent which another [illegible] like a [illegible] insistence on monastic separation. And everyone knows what happened to the monasteries.

What it's all for

Maurice Peston, professor of economics at Queen Mary College and political adviser to Reg Prentice at the DES until Mr Mulley came in last June, is going back to Whitehall. He will be political adviser to Roy Hattersley at Prices.

Hattersley and Peston have been friends since Hattersley was shadow education minister. Peston it was who provided the figures to floor Mrs Thatcher—if she can be said to have been floored. It came as a surprise, therefore, when, after the 1974 election, Hattersley was given the Europe job at the Foreign Office instead of education—a decision taken, it was said, because of his outspoken attack upon the independent schools while he was shadow education spokesman.

Peston, however, did go to the DES and there churned up a considerable amount of dust during his 15-month stay. He brought a much more dynamic style to the ambiguous role of political adviser than has, for example, his successor, Stella Greenall.

For all his commitment to and interest in education, Peston is first of all an economist. It is an aspect he is at pains to emphasize just now, what with this appointment and the virtually simultaneous announcement of his appointment to the Social Science Research Council where he will be chairman of the economics board.

Of that job he says: "I belong very much to the school of thought which holds that the SSRC ought to be more useful—and I do not mean useful to academics who want research funds. It should [illegible] not be vulgar about serious research. It is a problem of getting the balance right between fundamental research and answering the sort of questions that ministers ask—'What do we know about . . .?' Very often the answer is very little."

Of the job at Prices he is full just now of broad and uncharacteristically bland declarations: "Education", he says, "remains my first love, but in the present circumstances I think I can do more for education by making a contribution on the economic side at Prices. . . . The present economic situation seems to me most serious . . . . There is no shadow of doubt that we have got to get the economy right and central to that is the control of inflation." Then only, he says, will there be more resources to put into education. "For me education is what it's all for."

Meanwhile Maurice Peston's column in the *TES* will be taken over by Gerry Fowler, recently dismissed Minister of State at the DES.

Lordly dish

Ten amendments in all were put into the Education Bill during the committee stage in the House of Lords last week, three without a division, all but one in the teeth of the Government. Two at least destroy the Bill's purpose, others weaken it, a few may prove acceptable.

The debate itself was markedly moderate, the persuasive voices of Lord Eccles and Lord James, with their concern for excellence, for basic mathematics, for humane flexibility, being loudly heard on the Opposition side.

Lip service was paid all round to the comprehensive principle. Lord Elton, instigator with Lord Belstead of most of the amendments modifying the Bill, opened the debate with: "I want to make it abundantly clear that the quarrel we have with it (the Bill) is not a quarrel with the comprehensive principle as such but with the prospect of its blind, doctrinaire and universal enforcement."

A number of amendments were not pressed by the Opposition, including some on which Lord Donaldson, as the Government's spokesman (rather out of his depth he was at times), promised action. These included measures to improve the supply of mathematics teachers, a requirement that schools issue prospectuses as a way of giving more information to parents and improvements in the system of handling at local level parents' appeals against secondary placements.

The Government and their advisers must now settle down to deciding how damaging the successful amendments are; whether any of them can be left in or whether they will pursue a hard and unbending line and try to get them all removed again in the House of Commons [illegible] of valuable parliamentary time in a busy programme.

At least one of the amendments—a new clause put forward by Lady Phillips providing that handicapped children should be educated in ordinary schools where possible—is likely to remain in the Bill despite the Government's reluctance thereby to preempt the findings of the Warnock committee.

This clause is a tidied up version of one put forward in the Commons by Jack Ashley. He withdrew it at the time because its wording then would have allowed parents the right to insist upon their children being educated in ordinary schools whatever their degree of mental or physical handicap. Lady Phillips's version simply shifts the emphasis from a presumption in favour of special schooling to a presumption in favour of ordinary schools. It does not raise the same difficulties, and the Government found itself virtually friendless in trying to resist it.

Even Lord Vaizey deserted them. Drawing on his own background for illustration (he spent three years in hospital from 14 to 17), he argued for the amendment both from the point of view of the handicapped and because "it is extraordinarily important that the ordinary children, those with the immense advantages of whole bodies and minds, should be taught in their own midst the importance of practical compassion and help to the disabled".

The amendments which the Government will have to remove if the Bill is not to be wrecked are the one which in effect allows schools to select their intake "partly" by ability and the one which removes altogether clause five of the original Bill, that is the clause which prevents LEAs taking up places at independent schools without special permission from the Secretary of State.

Lord Donaldson resisted the deletion of "or partly" from the clause banning selection by ability.

"There cannot be a selective school in the country", he said, "which bases its admission procedure wholly on selection by ability. Geographical area, age, sex and all kinds of other factors must inevitably be involved as well. Therefore, all remaining selective schools would be able to claim that they were within this new so-called comprehensive principle".

The Liberals came to Lord Donaldson's aid on this one, Lord Beaumont leading a diversion into the discussion of Sanskrit teaching to O and A level. Lord James brought it back to the more mundane matter of mathematics, a preoccupation which recurred frequently in the debate. Lord Eccles led another diversion on the vexed question of banding to ensure a balanced intake in large city schools. But "partly" is now out and will doubtless be put back in by the Commons.

Clause five too will doubtless reappear—without the criteria on which taking up independent places could be approved being written in. Lord Beaumont particularly pressed for this. "There is," he said, "no guarantee whatsoever that if the next Secretary of State was, say Mr or Mrs Wedgwood Benn, these criteria would be applied in a particular way."

Similar concern about the effect of the legislation in the hands of another sort of Secretary of State was expressed from the Government side when opposing the amendment—which was subsequently approved—giving the Secretary of State the right to add to the list of special aptitudes for which selection would be allowed. Music and dancing are at present the only [illegible]ment, too, is likely [illegible] in the Commons.

The need for [illegible] took up a great deal [illegible] mittee stage. It provi[illegible] ander with the oppo[illegible] iterate his call for [illegible] Education Act. [illegible] James, although [illegible] determined not [illegible] amendment because [illegible] ciated with able pu[illegible] sometimes thought [illegible] the only ones I care [illegible] is absolutely untrue."

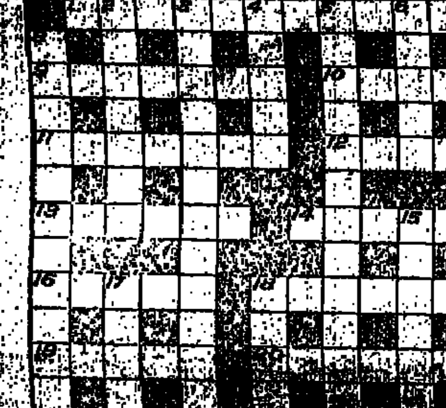
He went on: "All I [illegible] this moment in the debate [illegible] and this amendment [illegible] chance to say it—it [illegible] to keep this wretched [illegible] introduce an element of [illegible] which will enable you [illegible] cial attention to the gi[illegible] of very gifted, whether [illegible] very gifted in dancing, [illegible] tory.

"And it is possible [illegible] after all, Lord Macaulay [illegible] bright as a child. Can [illegible] enough flexibility [illegible] idea of very high [illegible] duce an education [illegible] will in fact deal with [illegible] whether they are the [illegible] or the very bright, [illegible] much of our future de[illegible]."

The remaining amend[illegible] adding a long preamble [illegible] portance of parental [illegible] shrined in the 1944 [illegible] allowing 18 months [illegible] mission of reorg[illegible] posals; a [illegible] (this [illegible] curiously) preventing [illegible] of State from spec[illegible] to plans which [illegible] mitted; a fourth [illegible] to maintain chi[illegible] which have gone [illegible] up until they [illegible] the statutory [illegible] that weakening [illegible] category on which the [illegible] will now have to [illegible] and perhaps do [illegible].

Unless, that is, [illegible] ments are put in [illegible] stage and third re[illegible] lordships are not [illegible] yet.

Crossword No 1,055



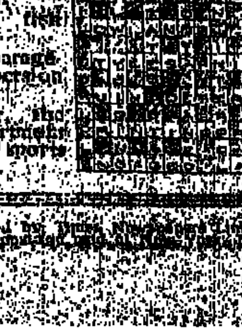
Across

1 Applicable before making a smooth-faced appearance (7, 5).
9 Like dough ready for the [illegible] (7).
10 [illegible] expressed in a thousand poems (7).
11 Alternative to the 4 and 20 birds baked in a pie? (7).
12 Concurrent in boom problems (5).
13 [illegible] in Scotland [illegible] (6).
14 With Mac's help she produced the outline diagram (6).
16 Sword used in the rarest occasional ceremony (5).
18 [illegible]
19 River of a rich colour (5).
20 Dealer in disparagement and aspersion (7).
21 Not, however, the casualty department in theatre or sports ground (6, 4).

Down

2 In such gear one can pull one's weight (7).
3 Leavings for those who used to be waited upon (8, 5).
4 Nines without fishing tackle (5).
5 What the proud equestrian does? (5, 7).
6 Position of the undocked animal (3, 2).
7 They may have curst me amiss (5, 7).
8 Drink from the cask to celebrate the end of one's difficulties [illegible]
[illegible]
17 [illegible] description (5).
18 Mountainous way mark (5).

Solution to Puzzle No 1,054



Chess

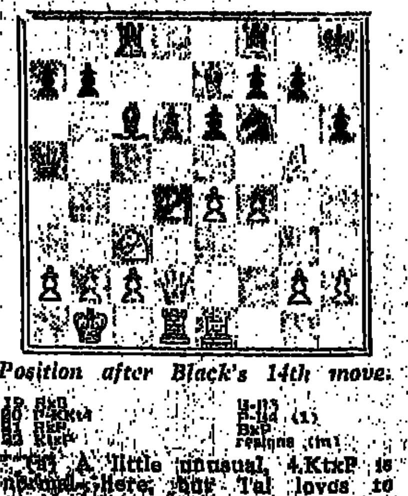
HOW NOT TO DEFEND A KING-SIDE ATTACK

Defending a King-side attack is a state of affairs with which we all have to become familiar. To do it properly and well is just as much an art as that of attack and, psychologically considered, more difficult.

Bear three basic "do not" principles in mind and you won't go far wrong. Do not denude your King-side of minor piece (Bishop or Knight) support; do not waste time with unnecessary King moves and do not, this above all, make any pawn moves in front of your King.

[illegible] against two of them, as Black does in the following game that was played in the recent Interzonal tournament at Biel in Switzerland, leads to rapid disaster.

[illegible]



Position after Black's 14th move.

[illegible]

(a) A little unusual, 4.KtxP is normal here, but Tal loves to wander down uncharted paths.

(b) Quieter, and safer, is 4 . . . P-Q3.

(c) After 6 . . . PxB White gains a firm hold on Q5 by 7.P-B4, which in fact he could also have done after the move actually played.

(d) The most aggressive continuation; Black stands quite well after 9.O-O, B-K2; 10.KR-K1, O-O; 11.QR-Q1, Q-R4.

(e) 11.P-K5 looks tempting, but a game between Gligoric and Tukmakov in 1972 then continued 11 . . . PxP; 12.Q-KR4, Q-B2; 13.KtxP, P-KR3; 14.BxP, Kt-K5; 15.Q-R5, KtxKt; 16.BxP, KtxP ch; 17.K-Kt1, Kt-B6 ch with what seems to be like equality.

(f) White was [illegible] Q5, and if then 14 [illegible] ch. Hence Black's [illegible] however, is the [illegible] and does not leave [illegible] that safe. Correct [illegible]

(g) A weakening [illegible] wing [illegible] His [illegible] is defensible [illegible] KR-Q1; 15.P-K5, PxP [illegible] Kt1.

(h) After this Black [illegible] since his King's [illegible] vulnerable. The [illegible] 15 . . . KR-K1.

(i) Offering back [illegible] interest of exchanges [illegible] R2; then 17.R-B1 [illegible] KKt4, K-Kt2; 19.RxKt [illegible] Q-R2 ch, K-Kt2; 21.Q [illegible] 22.R-R1 and mates.

(j) Disdaining [illegible] 18.RxQ. Now he [illegible] ch followed by Q[illegible]

(k) Neither 17 [illegible] PxKt, P-KKt3 [illegible] 20.Q-R6 ch, K-Kt1 [illegible] 17 . . . KtxP [illegible] 19.PxKt, P-B3 [illegible] avail to Black.

(l) Or 20 [illegible] PxKt, 22.RxP [illegible] K-Kt1; 24.Q-R7 ch [illegible] ch, K-B1; 26.R-K7 [illegible]

(m) The threats are [illegible] 23.R-R1 ch followed by [illegible] even 23.KtxKtP.

Harry Golombek

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[Th]e Prime Minister delivered his much [her]alded speech on education in Oxford [on] Monday. In it he called for higher [st]andards in schools and a firmer [co]mmitment to teach the skills the country needs. Mr Callaghan was briefed for his speech by a DES memorandum, extracts from which were reprinted in last week's TES. Here we publish the Prime Minister's Oxford speech

What the PM said

[Th]e occasion for Mr Callaghan's [sp]eech was a foundation stone lay[ing] ceremony at Ruskin College. He [beg]an by praising the college, an [adu]lt residential college with strong [trad]e union connexions, and its [prin]cipal, Mr H. D. Hughes. He [also] spoke of the success of the [adul]t literacy campaign, before mov[ing] on to the substance of his [spee]ch:

[Ther]e have been one or two ripples [of int]erest in the educational world [in anti]cipation of this visit. I hope [the] publicity will do Ruskin some [good] and I don't think it will do [the] world of education any harm. I must thank all those who have [bom]barded me with advice: some [has] been helpful. Others tell me [illegible] politely to keep off the grass, [to w]atch my language, or that they [will] be examining my speech with [the] care usually given by Hong-[Kong] watchers to the scene in [Ch]ina. It is almost as though some [peo]ple would wish that the subject [matter] and purpose of education [shou]ld not have public attention [f]ocused on it; or at any rate that profane hands should not be allowed [t]o touch it.

I cannot believe that this is a [con]sidered reaction. The Labour movement has always cherished education: free education, comprehensive education, adult education. Education for life. Some of us, you know, didn't have these advantages. There is nothing wrong with non-educationalists, even a Prime Minister, talking about it again. Everyone is allowed to put his oar in on how to overcome our economic problems, how to put the balance of payments right, how to secure more exports and so on and so on. Very important too. But, I venture to say, not as important in the long run as preparing future generations for life. R. H. Tawney, from whom I derived a great deal of my thinking years ago, in the early days when he was one of the originators of the Labour Party programme on education, wrote that the endowment of our children is the most precious of the natural resources of the community. So I do not hesitate to discuss how these endowments should be nurtured.

Labour's Programme '76 has recently made its own important contribution and contains a number of important statements that I certainly agree with. Let me answer the questions: what do we want from the education of our children and our young people with Tawney's words once more. He said: "What a wise parent would wish for their children, so the state must wish for all its children."

I take it that no one claims exclusive rights in this field. Public interest is strong and will be satisfied. It is legitimate. We spend £6 billion a year on education, so there will be discussion. But let it be rational. If everything is reduced to such phrases as "educational freedom versus state control" we shall get nowhere. I repeat that parents, teachers, learned and professional bodies, representatives of higher education and both sides of industry, together with the Government, all have an important part to play in formula-

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Next week

Lois Aitkenhead on punishment in Scottish schools.
Robert Roberts on [his] schooling in Salford
Tony Howarth on pre-[schooling] and the cuts
Information Book Awards: Results of the co[mpetition] the *TES* Information Book Awards; full [illegible]
TES Extra: Children's [Informa]tion Books

Great debate opens with an anticlimax

[No]w that the Prime Minister has uttered [m]ore or less the terms which had been [pre]dicted, the immediate effect is one of [anti]climax. He has made his political in[ter]vention. He has gathered his Black [Paper] cloak around him. He has trotted [out c]lichés from the CBI about the short[comi]ngs of young workers. He has dodged [the q]uestion of whether he thinks standards [are r]ising or falling, by taking refuge in the [unimp]eccable assertion that, anyway, they are [not] high enough for the complexity of [mod]ern life. He has whistled up weasel [wor]ds to exploit popular prejudices. And, [as m]ust be generally obvious, he has sought [to di]vert popular indignation, if only briefly, [from] his own management of the economy [to] the teachers' management of the curriculum.

[Th]ere it is, however—a major speech by [a] Prime Minister to serve notice on the [scho]ols that they are accountable to the [pub]lic, and can reasonably be expected to [give] an account of their stewardship. But [it] also set out—less brutally, perhaps, than originally intended—to cut the teachers [do]wn to size, and assert some bluff, plain [ma]n attitudes to primary school teaching [me]thods, basic standards of achievement, [an]d education for industry and technology.

[T]he sense of anticlimax lies in the "so [wh]at?" question at the heart of Mr [Cal]laghan's homely rhetoric. He has put [the] Department of Education and Science [on] the spot. Elizabeth House now has to [co]me up with specifics, where hitherto it [ha]s been enough to talk generalities. Now [we] shall see how good have been the pre[pa]rations inside the DES for this central [in]itiative.

Anyone reading Mr Callaghan's speech [mi]ght be led to suppose that the teachers [ha]ve been wilfully neglecting the basic [su]bjects, and ignoring the need of boys [an]d girls to take their places in a complex [ind]ustrial society. Were this so, a sharp crack of the whip and a new set of regimental orders might be the answer, agreeable to the more authoritarian politicians on left and right, and hurtful only to the arrogance of the teaching profession. Alas, as the DES knows only too well, it is all much more difficult than this. Changing—let alone improving—the curriculum and practice of the schools is extremely difficult in any system, even if you have a very clear idea of what you are trying to do. It is all too easy to see how more harm than good could result from ham-fisted attempts to regulate or rebuke.

The Inspectorate, who are sophisticated in these matters, have no illusions on this score. They can concentrate attention on the curriculum and help local authorities and teachers to ask the right questions about what they are doing. They can help to legitimate a wider public discussion about the necessary content of instruction. But Mrs Williams's chief task will be to defend their rightly low-key approach against the more grandiose expectations aroused by the Prime Minister.

Cores and effects

If the DES is on the spot, so is the teaching profession. Professionals—teachers, heads and administrators—have failed to allay mounting public anxiety. The way in which the notion of a common core to the curriculum has been broached—as if there were not already an uncontroversial central segment to the curriculum in most schools—has helped to create a mystery where none need exist. Individual schools have done a good job of educating their public about the reasons for, and validity of, their practice. But the profession as a whole is not organized or trained to do this systematically.

A head who wants each teacher (in a primary school) or each secondary school department to produce objectives, criteria and a system for assessing results may have to move very softly indeed: such a demand has been the exception, not the norm. (See, for instance, Peter Cornall's article on the results of just such an exercise in the *TES* last week).

Until each school, and each local authority, can produce evidence of systematic curriculum planning and evaluation, with careful attention to basic skills, the public will continue to feel that a gigantic cover-up is going on. The teachers' unions' paranoid reaction to any legitimate public concern about standards simply increase the suspicions, and give added incentive for politicians, whether national or local, to meddle in teachers' professional concerns.

The public remains to be convinced that teachers know what they are doing. Unless it is convinced, there is the danger of an imposed "core" curriculum that will distort, rather than underpin, important objectives of schooling. Even if the core is designed to occupy a modest space on the timetable, only the most confident teachers will avoid devoting the lion's share of their (and their pupils') energy to it. In the eyes of many teachers, and almost all pupils, parents and employers, the rest of the curriculum will take on the status of non-examined general studies in an A level course.

Everybody knows—and history and recent curriculum development demonstrate—that attempts to impose curricula and methods on teachers are at best ineffective and at worst counter productive (see Sir Alec Clegg's page 2 article). If teachers—those in classrooms, not the professional organization men—were to stay sulking in their tents while this battle rages around them, we should be in for a very sterile period in education.

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Understanding industry
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Breaking the code
Punishment registers in Edinburgh recorded 30,000 cases of corporal punishment during 1974. Lois Aitkenhead finds widespread contravention of a teachers' code of practice for punishment in Scottish primary schools pages 20, 2[illegible]

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Resources, pages 31-32
Deborah Thom on an archive teaching unit; Frances Farrer on the Manchester English Resource Unit; Owen Surridge on historic replicas
Arts Reviews, pages 70, 71
Robin Wood on cinema; John Peter on theatre; Anne Barnes on television; Carolyn O'Grady and Frances Farrer on a children's film festival.

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No comment

. . . *"most intergroup relationships are mixed-motive situations, which require high behavioural flexibility to manage optimally; without this flexibility, problems will arise"*—Open University management in education course, unit 15.

TIMES PAST THE TIMES
EDUCATIONAL SUPPLEMENT
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Continued from page 1

On the other hand, if they grab their chance, locally and nationally, to lead a public discussion of how standards can be set, and where necessary raised, the whole affair could be much more productive.

And if all schools were to provide documented evidence of how they plan and evaluate their work, and how they arrange for pupils' transition between schools, and from school to work, this could only help to convince parents of the teachers' professionalism. Teachers themselves could benefit from a clearer idea of what colleagues in their own, and other schools, are achieving. And meddling politicians might be floored by evidence of visible expertise.

Believe it or not

For better or worse, public examinations are at present the chief existing form of monitoring at the secondary level. It is, therefore, important that in the prevailing climate of suspicion, maintaining the credibility of these exams should be a top priority.

The Certificate of Extended Education seems to have been written off. The much thornier question of the 16-plus has not. Mrs Williams is expected to write to the Schools Council shortly, thanking them for all their hard work and then taking the whole matter out of their hands.

Now the DES will have to work out a detailed scheme for merging GCE and CSE in a single examination structure, with a much wider area of overlap than is now offered by the two separate examination systems. They will want to keep the prestige of the GCE boards, and resist any attempted takeover by the CSE examining bodies. It [illegible] teacher control [illegible].

No doubt when it comes to the point of decision, the DES, too, will have to negotiate their preferred solution with the teachers and the examining bodies, and there will have to be compromise on important issues. How the Schools Council react to the high-handed DES remains to be seen. The programme committee meets next Tuesday. The chairman, Sir Alex Smith, has shown his own resentment in his quoted comments. When he was persuaded against his will to take the job, he was promised the full support of the DES. He has every reason to object to the contemptuous tone of the Yellow Book, and to feel he has been shabbily treated.

Chicken or egg

Examination questions are also raised by Mr Callaghan's querulous remarks about bias in secondary and higher education which directs boys and girls away from the hard sciences and technology and towards the soft arts and social sciences. So many questions are begged by simplistic complaints about empty engineering places that it is difficult to know where to begin.

It is obvious that the private choices of thousands of individuals—at O and A levels and in applying for university and polytechnic courses—are influenced by the general values and expectations of society at large, and not vice versa. For the past 15 years the economy has been running down; a process of de-industrialization has been taking place; jobs in manufacturing industry have become fewer; the big expansion in employment has been in service industries, the civil service, local government and the public sector generally. It looks as if individual choices have taken account of this all too accurately.

If you want people to make different choices you have to change the underlying facts of the situation—reverse the de-industrialization process, step up the rewards and incentives in industry, improve training opportunities, working conditions and human relations at the factory level, block off recruitment in the social services, stop denigrating commercial and industrial profits and success . . .

Some of these pre-conditions may be being brought about—notably the negative one of blocking recruitment in the public sector—but if they are not, then tinkering with educational influences alone is [illegible] industrial expansion which really does step up the demand for engineers, then it could raise all sorts of examination issues which the Schools Council set aside—back, in fact, to the Dainton Report and the question of subject choice at O level. A brand new School Certificate for 1980 with a core of required subjects, including English, maths, a science and a modern language? Or even the long overdue, and now feasible, insistence that all would-be teacher-trainees must have had some such combination? What would Mr Callaghan have said if he knew that 38 per cent of non-graduates accepted for initial teacher training last year had not got O level mathematics?

The Tyndale aftermath

Gerald Haigh

It is quite noticeable that teachers all over the country have developed over the past year or two something of a "Tyndale neurosis". "Scared the pants off our boss", said a friend recently. "We're keeping records like stink now."

Not for a long time has such a "There but for the grace of God . . ." feeling assailed our profession. We find ourselves, as we go about our work, identifying our fellows with the various personae of the Tyndale drama—Jack Smith in the first year is the Haddow; Miss Robinson is the Dolly Walker, Mrs Jones in infants is the Miss Hart.

It seems as if so many of the Tyndale happenings are paralleled in our own schools. How familiar they look—pressure from vociferous parents and sympathetic, or politically astute, managers; staff room confrontation between a new head with new ideas and an old guard who remember a more settled and comfortable era. Perhaps our own nemesis is only just round the corner.

What we have to realize, however, is that the Tyndale story is not just a matter of a go-go head who puts up the backs of parents because the children no longer do sums and tables—a style of argument which is wearyingly familiar to every primary head who does not actually make his children wear dunces' caps. What Ellis, Haddow and the others were trying to do was to run an establishment which directly confronted a whole range of unwritten assumptions about what a school ought to be like, and which, ultimately, might not have been a school, in the sense that most of us would recognise that term, at all. Both of the recent books on the subject make this clear.

The teachers—meaning, in this context Terry Ellis, Brian Haddow, Dorothy McColgan and Jackie McWhirter—were evidently progressive in a sense which was hardly dreamed of by the disciples of Plowden and the integrated day. Most of us think, for example, that [illegible] primary school will be alive with colourful work done by the children. Ellis, *et al* will have none of it.

"The contradictions have been papered over with triple-mounted pictures and production line creative writing. This moribund prettiness, devoid of all motive except the transference of middle class values to working class children, has been embraced by many schools, especially those with a strong middle class parental element."

For them, the issue was basically simple—they were trying to free working class kids from the strait-jacket of an educational system which pandered to middle-class needs—an attempt which they believe was sabotaged by the forces of fear and prejudice.

William Tyndale, the teachers' story offers a chronological account of the happenings at the school from before the appointment of Ellis up to the end of the Auld inquiry, interspersed with several analytical chapters about the issues and groups involved. Without doubt the teachers are right to tell it, for they have much to be bitter about, and it is not nearly good enough for even the most conservative of us to say that they asked for what they got. The questions which are raised about the rights and practices of school managers; about the inspectorate and about the way that the press looks at education are of concern to us all.

Perhaps the message that comes through most clearly in this account is that the authors are convinced beyond all argument of the rightness of their cause. It is this confidence which leads them into statements which many teachers will find wounding or even offensive. They write: "In most schools emphasis is laid on 'pushing' the 'bright' child, and merely coping with those who show problems. The latter are referred for special classes, or accommodated in separate units within the school—a kind of 'dust-bin' policy."

A fig, then, from Mr Ellis and his friends, for your carefully planned remedial programme, to go with the one he gives for your triple mounted pretties. Notice the use of inverted commas in this passage. The sure mark of the man who knows he is right and the world is wrong lies in his use of inverted commas as if they were hatchets.

The teachers' book deserves to be read, and it would be inappropriate to compare it directly with that by John Gretton and Mark Jackson, which is masterly in the way that within a short and highly readable volume, it not only gives an account of the happenings but manages to put most of the resulting questions.

Let no one think, either, that they should return to their classrooms with any feelings of smugness after reading this account by two journalists in *The Times Educational Supplement*. After putting forward, in chapter four, as succinct and clear a statement of the radical progressive stance as you are likely to read, they remind us that it is marked by an arrogance not essentially different from that of the traditionalist. "Like some medieval priest, the teacher is still wanting the parents to commit their children unreservedly to him, just as they were committed to their teachers by their parents—and on the same grounds, that is, 'teacher knows best'".

Both of these books—and particularly the one by Gretton and Jackson—demonstrate the way that an institution, in this case an interlocking system of [illegible] managers, officials and [illegible] come to take the [illegible] their operation for granted [illegible] it seems less and less [illegible] lay down strict limits [illegible] responsibility. In education [illegible] striking example of [illegible] way that the Inspectorate [illegible] ally ceased to inspect [illegible] looseness of such [illegible] though, where everyone [illegible] to be in agreement with [illegible] else, may sometimes [illegible] member who does not [illegible] rules and who can [illegible] when accused of [illegible] dations, that "nobody [illegible] wrong".

The lack of clarity [illegible] the rebel in means that [illegible] machinery for getting [illegible] and so there is room [illegible] vellian plots which [illegible] increase the righteous [illegible] of the victim. When [illegible] settled, a lot of rules [illegible] ted which are intended [illegible] a recurrence and with [illegible] the effect of irritating [illegible] ing all of these members [illegible] work who were perfectly [illegible] the way they worked [illegible].

This is what Tyndale [illegible] Everyone thought they [illegible] a school was and [illegible] be doing, give or take [illegible] quibble or two about [illegible] modern mathematics [illegible] came Mr Ellis and [illegible] who thought that [illegible] do something [illegible]. The trouble was [illegible] local authority [illegible] probably knew what [illegible] they did not [illegible] —as the Auld [illegible] said what sort [illegible] want. And so, [illegible] authority scratched [illegible] gap was filled by [illegible] which brought any [illegible] participants.

It is, I suppose, a [illegible] has to be said that [illegible] in the Tyndale [illegible] children. Only one of [illegible] any significant [illegible] either of these [illegible] disturbed West Indian [illegible] the pseudonym of [illegible] Tyndale staff had [illegible] with Homer. From [illegible] Jackson's passing reference [illegible] I suspect that this success [illegible] more upon sheer [illegible] deprived and difficult [illegible] than upon any political [illegible] How I wish this [illegible] and sympathy had not [illegible] beneath an essentially [illegible] futile confrontation.

William Tyndale: the teachers' story. [illegible] *school—or a system*. [illegible] report. Allen and Unwin [illegible] paperback. £3.95 hardback. *William Tyndale: the teachers' story*. Writers and Readers Publishing Cooperative. £1[illegible].

Bob Doe tracks down Mr Callaghan's common core

Inspectors amble into action

A scheme to devise a common core curriculum has been launched by Her Majesty's Inspectorate but it seems clear that, as yet, it only involves vague notions about what all children ought to be learning. Their proposals fall far short of the sort of detailed prescription some people fear but are likely to mean all pupils continuing with science and maths of some sort to the age of 16.

The inspectorate are asking for a small number of local authorities to allow HMIs to discuss the common core with their secondary schools to try to reach some consensus about what it should be. Hampshire and Lancashire are known to have agreed to this, Cheshire has been invited to and Nottinghamshire and Kirklees are among those expecting a formal invitation. Mid-Glamorgan have been having exploratory talks too.

The inspectorate want to work out with head teachers and l.e.a. advisers the kinds of abilities and skills every 16-year-old should have and the sort of curriculum this would require.

The HMI responsible for the DES's study of the secondary curriculum, Mr Roy Wake, is putting forward what he called a "check-list" of the sorts of skills these would be. These were aesthetic, creative, ethical, linguistic, mathematical, scientific, social and political, spiritual.

These categories were not supposed to represent individual subjects. Like the "language across the curriculum" idea in the Bullock report, all subjects could contribute to the acquisition and practice of each of these basic skills.

Such a system defining a common core in terms of agreed outcomes would leave the details of the actual content of the curriculum very much in the hands of individual schools, as well as, in these initial stages at least, giving schools collectively a voice in saying what the common skills should be.

This may only be one of the inspectorate's ideas though. There is some suggestion from the local authorities who have been asked to cooperate that the inspectors are not altogether unanimous in their approach to the common core.

In mounting a project that relies upon discussion, there is the possibility, too, that teachers or administrators with different ideas about the common core will have considerable influence on any conclusions drawn.

This week the inspectorate were saying nothing about their plans, preferring to wait until things quieten down after the Prime Minister's speech, a spokesman said. Some indication of their thinking about defining the curriculum and about the way they judge standards and achievements can be gleaned from their other recent activities.

The Assessment of Performance Unit is a DES rather than an HMI venture but is staffed by the inspectors. They have spent the two years of their existence devising a "model of the curriculum".

Since the APU's avowed intention is to assess all the principal ways in which children benefit from schooling it would not be unreasonable to expect this "model" to bear some passing resemblance to a common core curriculum.

From a distance (which is as close as anyone has been allowed to get to it so far) it does. According to Mr Brian Kay, the APU head, this model looks beyond subjects to the broad lines of pupils' development in six areas: linguistic, mathematical, scientific, personal and social, aesthetic, physical.

The HMIs have made no secret of their view that their surveys of primary and secondary schooling, which began in 1975, were expected to lead to discussion of more common elements in the curriculum, even before the memorandum to the Prime Minister came to light. It was made clear that this would be in terms of common skills rather than every teacher and school being forced to teach the same things by the same methods.

The approach adopted in the secondary survey to assess standards in science suggest that the common elements they were looking for were defined in a rather general way. The eight criteria used were:

Is the pupil observant? Does he see all there is to see?

Does he select from his observations?

Does he look for patterns in what he observes?

Does he seek to explain the patterns?

Does he have an acceptable level of practical skills in the efficient and safe handling of apparatus and equipment?

Can he devise experiments which will test his explanations?

Is there evidence that pupils possess adequate verbal and mathematical skills?

Can the pupil apply skills and attitudes to novel situations?

The APU, too, is turning its attention to the "essential elements of scientific attitudes and methods" and they also favour subjective observation in place of the objective tests used to date. Mr Kay said recently (*TES*, October 1): "If one goes beyond the areas covered by conventional testing it may be necessary to use unconventional assessment methods."

Whatever else might be said about the HMI's preparedness to mastermind a common core their anxiety to involve schools and l.e.a.s is no empty form of words for the purposes of the memorandum to the Prime Minister. But then, according to Mr John Holden, Hampshire's chief adviser, it is the only way they could proceed.

"Any development in the curriculum can only be with the agreement of the staff and schools concerned. There is no future in the idea of imposition and I don't believe the inspectorate want it", he said. "HMI is not a homogeneous body. The common core idea is capable of a number of different interpretations."

Both Hampshire and Lancashire have begun exploratory talks with the inspectorate. Lancashire has organized a week's conference for 50 head teachers next February.

Mr John Cheetham, Lancashire's senior adviser, said, "All we are trying to do is to get heads to discuss and anticipate the kind of criticisms contained in the memorandum. We shall be posing questions like are standards falling? Are we far away from a common curriculum already? HMIs will be there but they can only influence through discussion."

Most of the local authority administrators who have been involved so far point out that secondary schools already do a considerable amount in common. Mr C. J. Ross, Cheshire's deputy director of education, said, "Although secondary schools don't collaborate on what they produce, because of the in-service training programme there is already a considerable common core within both the sciences and the humanities."

He welcomed the invitation to take part in these "open ended discussions".

Oxford speech soothes 'Yellow Book' critics

Mr Callaghan is on the right lines, provided he does not take too much notice of his advisers at the Department of Education. This was the tenor of reactions to his speech at Oxford on Monday calling for a public debate on education.

"The teaching profession has nothing to fear from the debate Mr Callaghan calls for, but it must be based on facts and not on the ill informed judgments and prejudices expressed in the secret yellow papers leaked last week", Mr Alf Wilshire, NUT president, told an audience of teachers at Weymouth on Wednesday.

"For years the NUT has been campaigning for many of the objectives outlined by Mr Callaghan", Mr Wilshire went on, "through careers conventions with employers, work experience schemes and particularly by our firm advocacy of day release courses and part-time education. We have fought with all the means at our disposal to build bridges between schools, industry and work."

There was satisfaction that the Prime Minister made no criticism of the Schools Council's role in curricular guidance. But his endorsement of the misgivings in the Yellow Book, the memorandum prepared for him by the DES, of the Schools Council's proposals to combine CSE and O level into a single examination received a mixed reception. The NUT was resentful, the National Association of Schoolmasters and Union of Women Teachers approving, while Mr Norman St John-Stevas, Opposition spokesman on education, said the council's ideas for examination reform should be dropped altogether.

Response to Mr Callaghan's hint that the role of the inspectorate might be strengthened in an effort to establish a core curriculum was almost universally sceptical. The local authority inspectors' association, the NAIEA, pointed out that it would be local inspectors—who outnumber HMI's by four to one—who would bear the main responsibility.

It went on to maintain that the threat of a core curriculum was not a threat at all. "The existing diversity is an even greater danger. . . . The real issue is not about the content of the curriculum but about how the consensus on it is arrived at, and here the Prime Minister showed a more acute sense of realities than the DES report."

In tabling a motion calling for an inquiry into all aspects of mathematics teaching, Dr Keith Hampson, secretary of the Tory party education committee, said this week: "The Government must come clean on what the scale of the Inspectorate's role is going to be. Is it right that there is no more money to increase the size of the Inspectorate?"

The NAS/UWT was quick to comment that it was inspectors and advisers who had encouraged teachers into some of the trendy practices whose value was now being doubted.

The need to fit children and students for a working life—that is, more emphasis on science and technology in schools—and to lead greater numbers towards these disciplines was welcomed, not unexpectedly, by the Committee of Directors of Polytechnics.

Incensed by the curriculum proposals in the Yellow Book, Mr Alan Beith, MP, Liberal spokesman on education, tabled a Commons motion "that this House would deplore any attempt to impose a national curriculum". He went on to stress that this was the responsibility of teachers "guided by representatives of the local community and by a reformed school management system in which parents play a full part" — changes that teachers will certainly want to know more about.

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MACMILLAN EDUCATION

And an out-of-tune Internationale . . .

Two quite separate events were going on at Ruskin College, where the Prime Minister laid the foundation-stone of a new hall of residence on Monday.

In the college's collection of scrubby Victorian and utility modern buildings, festooned with placards—"Callaghan government traitors to socialism", "despite cuts this hall painted for Jim" and enigmatically, "More jobs burn [illegible]"—the heads of better endowed and more stately Oxford institutions, along with busloads of hacks from both newspapers and television, gathered to hear the fruits of the Prime Minister's long—and well publicized—reflections upon the state of public education, words which they received in an atmosphere of slight anti-climax with an air of mature consideration and balance: "Very valuable interest", "Nothing very controversial there", "Seems wisely to have taken account of the susceptibilities of the teaching profession".

Meanwhile both at the gates and in the meeting, Ruskin students with posters, leaflets and lapel badges—courtesy of the National Union of Public Employees—had gathered to protest against cuts in public spending, the Government's oppression of Northern Ireland, the betrayal of socialism and the "latest attack being planned against children. The children of the working people we represent".

For admission to Ruskin students must be able to show evidence of a deprived working class background—no A levels for example—and have been out at work themselves. The college receives financial help from the trade union movement.

Mr Pat Murray, president of the students' union, made an impassioned and inarticulate speech in reply to the Prime Minister (his English tutor was threatening to make him analyse the syntax sentence by sentence in his next tutorial) in which he pictured the Government "on a path littered with compromise and broken promises. We see Jim dancing with the I.M.F. and the I.M.F. pulling the strings".

Rapturous applause greeted Mr Murray followed by a tuneless attempt to sing the Internationale. Prime Minister: "They don't know the words, shall I sing it for you?" Billy Hughes, principal of Ruskin: "We'll have music on the curriculum next term."

The students got their pound of flesh after the speech and the stone-laying ceremony when the Prime Minister heard them out in a private meeting. According to Tom McCaffery, his press adviser—one of the tough looking acolytes in conspicuously well pressed suits—he told them "a few home truths".

But the last word went to the workers, Ruskin's catering ladies. Having struggled triumphantly to dispense tea to the tramping hordes, they mobbed the great man on his way to his car with requests that he sign autographs and give kisses, and pose for photographs.

He made good his escape to the rousing strains of "For he's a jolly good fellow"—to which they knew both words and tune—with such promptness that Tom McCaffery was nearly left behind, wedged among the rows of pink and blue overalls.

Auriol Stevens

It's the same old story

by Sir Alec Clegg

There was not much to complain about in what the Prime Minister said, and on the whole it is good for the Inspectorate to come to life again after being dormant for so long.

But perhaps we ought to take a glance at this Yellow Book when we can lay our hands on it. I understand that it implies that we can no longer teach children how to read, though if this is so, I am puzzled by the fact that Puffin books increased their sales from 500,000 in 1961 to six million in 1976.

Then we are told that we are not producing enough students with an interest in technology. This again [illegible] me, as the number of full-time students in West Riding [illegible] of technology increased by nearly 2,000 per cent between 1954 and 1974.

However, it looks as if the Inspectorate are going to provide us ever so persuasively and ever so gently with a common core which will tell all teachers what they have to teach and how they have to teach it.

We must remember that they have done all this before, and it might be worthwhile to look for a moment at what they did.

Just after the service started, a new code of regulations of the education department was produced following a survey undertaken by the inspectors of that time, just as is happening now. The core curriculum was specified in the code, and teachers had to follow it so that children could be compared with children, teachers with teachers, and schools with schools on standards reached regardless of all other considerations.

The inevitable effect of this was that subjects that were not in the code did not count, and children who could not manage the subjects that were in the core did not count either.

The man who was responsible for supervising all this early in the century was the senior chief inspector, Edmond Holmes, the Miss Sheila Browne of his day, and the fascinating thing is that when he retired he wrote a book in which he condemned lock, stock and barrel all that he had been doing for 30 years.

Two or three quotations will illustrate his misgivings and it might be as well if those who are apparently going to follow in his footsteps were to heed what he said. Here are three of his statements about the effects of his common core:

● "In nine schools out of 10 on nine days out of 10 in nine lessons out of 10, the teacher is engaged in laying thin films of information on the surface of the child's mind and then after a brief interval he is skimming those off in order to satisfy himself that they have been duly laid."

● "The state, in prescribing the syllabus which was to be followed in all the subjects of instruction by all the schools of the country without regard to local and personal consideration was guilty of one capital offence. It did all the thinking for the teacher, it told him precisely what to do each year in each class, how he was to handle each subject, how far he was to go in it and what width of ground he was to cover."

● "To be in bondage to a syllabus is a misfortune for a teacher and a misfortune for the school in which he teaches. To be in bondage to a syllabus which is binding on all schools alike is a graver misfortune. To be in bondage to a bad syllabus which is binding to all schools alike is of all misfortunes the greatest."

But of course these comments were written 60 years ago and things are totally different now, but are they?

Not very long ago Derek Morrell was mainly responsible for establishing the Schools Council. I knew him well at the time and it was obvious that his intention was to bring to all schools curricula expertise from whatever source he could find it. But after a spell of two years he made a recantation which, though not as full, was at least as powerful as that made earlier by senior chief inspector Holmes.

This is what Morrell wrote in an article in the *TES*. "When I was at the Schools Council I should have found it difficult to perceive as I now do that the curriculum if it exists at all is a structure erected on a basis of personal relationships. I should have found it difficult to assert as again I do that in the curriculum we are concerned with human beings who see feeling and aspirations as far more real and immediately important to them than the cognitive development which is the educator's stock in trade."

There will be those who will assert that neither Holmes nor Morrell are significant enough in these matters. What they want is some of the good old grammar school exam pressure. But here again we must be cautious. This is what Einstein said is the reason why youngsters don't regularly pursue science after they have left school. "One had to cram all this stuff into one's mind whether one liked it or not. This coercion had such a deterring effect that after I'd gained the final examination I found the consideration of any scientific problems distasteful to me for a whole year."

But the major problem we have to face today is whether [illegible] to continue to educate [illegible] were educated who [illegible] the world as it now is, [illegible] is as we were [illegible] on doing [illegible] are [illegible] should try to change [illegible] better. But the aim must [illegible] Act puts it, to educate [illegible] according to their age, [illegible] aptitude. The principle [illegible] is not education at [illegible] politicians or the [illegible] Carlyle put it, that [illegible] become all that he [illegible] capable of being.

We must also heed [illegible] warning that Ruskin gave [illegible] ago about educating [illegible] dustry. He said [illegible] men are ill fed, but [illegible] no pleasure in the work [illegible] they make their bread [illegible] wealth as the only [illegible] sure" and if education [illegible] heeded that warning [illegible] day, how much [illegible] do so today?

So is education [illegible] what experienced educationists [illegible] Holmes and Morrell, [illegible] thinkers like Carlyle, [illegible] Einstein have told us, [illegible] to teach, solely with [illegible] up of the gross national [illegible] demands and devil take [illegible] most?

If we do the latter [illegible] will be the children who [illegible] cope with the common [illegible] we shall need a plentiful [illegible] of plastic bullets to control [illegible]

New issue fans row over who runs Avon

by Patricia Rowan

The Department of Education and Science is expected to intervene shortly with Avon County Council, to advise against a plan to hand over part of a school for the deaf to the county analyst's department.

The decision-making process over the fate of the old building at Elmfield School has been cited as a striking example of the way Avon's version of the corporate management system works to the detriment of the education service.

Though the estates department's proposal to take away part of Elmfield came before the last meeting of the education committee, which voted it down by a large majority, nobody on the committee expected this—or the opinion of the chief education officer—to decide the issue against the backing of the chief executive and chairman of the County Council.

It was at this same meeting of the education committee that the CEO, Mr Derrick Williams, made a statement about his resignation. As reported in the *TES* of October 8, he explained that it was not because he was against corporate management, but that he could not work as a CEO with Avon's version of it.

"The management of the education service is fragmented between so many committees and administrative departments of the council", he said, that neither he nor the education committee could exercise effective direction.

In the row that followed, he received strong support from all local teacher unions, from school and college governors, councillors and from fellow CEOs. Officials who had no idea of what was involved were making decisions affecting education. Several education committee members mentioned Elmfield as a classic case in point.

Avon's organization of its educational service for the hearing-impaired on one site at Elmfield and under a single head, Mr R. D. Will, of its kind. The DES was particularly interested.

The original plan had been born when new buildings were provided for the Elmfield school for the deaf, and it was decided to convert the old Elmfield House on the same site into a centre for the external support services, including peripatetic deaf teachers, careers advice, further education and nursery and remedial teaching. There are separate heads for the school and the external services.

Then, in June of this year the estates department acting, it is believed, on information that Elmfield House was underused, decided that it should be handed over to the county analysts who were due to leave their existing premises.

Temporary accommodation would be provided elsewhere for the external services for the deaf—charged, of course, to the education service.

Concern at the plan, expressed by Elmfield's teachers, governors and parents, and members of the education committee, was on two grounds. First, there was the disadvantage that the service would be split up. Secondly, the particularly alien nature of the service that it was proposed should share a site with the school for the deaf.

The arrival of the scientific adviser's staff would mean constant heavy traffic, endangering deaf children walking in the grounds. Drugs, acids, viruses and all manner of dangerous substances in use in an analyst's office serving three counties would be present on site.

Most importantly, there was a serious risk that scientific equipment in use would interfere with the radio equipment used by the deaf.

This week, the DES confirmed that they were looking into two main factors, apart from the split in the deaf services. One is the health and safety aspect of the proposed new siting; the other, the effect on the site area of new car parks and

Dr John Rae, headmaster of Westminster School, whose regular column in the TES appears below, has been elected chairman of the Headmasters' Conference for 1977. Dr Rae, aged 45, is the youngest chairman since Eric (now Lord) James was elected in 1953. He was head of Taunton School from 1966 to 1970 when he moved to Westminster.

Beware gadgets, librarians told

The technological revolution is seriously threatening the school library, with resource centres and electronic gadgetry taking over its role.

This warning came from Mr Barry Moorhouse, adviser to Doncaster education authority at the conference of the Library Association's Youth Libraries group held last weekend in Buxton.

He made four suggestions: that each school library should have a qualified librarian, and that more in-service courses should be available for teachers in charge of the library; that libraries should not carry too much non-fiction; that each book should display a coloured sticker showing its reading level; and that reading development should be on the timetable of every child under 13.

Now Tyndale pendulum swings against Auld

by Mark Jackson

The monumental Auld report on the breakdown of William Tyndale school, which was widely acclaimed when it was published three months ago, is now under heavy crossfire. The administrators and the politicians of the Inner London Education Authority last week joined the suspended junior school staff in criticizing its findings.

Each of the three groups says that it is wrongly blamed in the report—either because the Auld inquiry never got to the findings of fact or because it drew the wrong conclusions from them, or both.

While the groups vary over which findings they think are wrong, they are now all on record as agreeing on one point—that after hearing two million words of evidence the inquiry chairman, Mr Robin Auld, QC, did not understand enough about how the educational system works to draw the right conclusions.

The head, Mr Terry Ellis, and his five colleagues, this week renewed their public attack on the report and tried to persuade the disciplinary tribunal, which is about to hear charges against them, that it should not accept the public inquiry findings as evidence.

The authority's chief officer, Dr Eric Briault, announced that he had decided to take no action against any of the inspectors or administrators criticized in the report.

In his own report to the schools sub-committee and in the heated discussion it provoked, Dr Briault flatly contradicted some of Mr Auld's facts and conclusions. The sub-committee's Labour majority replied with a resolution that read like a charge sheet, listing in detail the administrators' alleged failings: it told the education officer that since he was not holding anyone to blame for the failures the sub-committee wanted to know how he proposed to improve his department so as to prevent similar mistakes in future.

The resolution all but spelled out the Labour group's [illegible] contrast between the [illegible] tion's treatment of [illegible] officers and the penalty [illegible] Harvey Hinds, who [illegible] chairmanship of the [illegible] under public pressure [illegible] criticisms of him [illegible] report.

In a move to rebuild [illegible] lost leader—still a [illegible] Labour chief whip on the [illegible] London Council—the [illegible] too, attacked Mr Auld [illegible] in his criticisms of [illegible] take "proper account" [illegible] ministrators' failures.

The defence of the [illegible] was left to Mr George [illegible] teacher representative [illegible] of the two sub-committee [illegible] on the inquiry. He cross[illegible] both with Dr Briault and [illegible] Ashley Brumall, the leader [illegible] who put the politicians' [illegible]

"Dr Briault is now [illegible] report which we have [illegible] stantially accepted", [illegible] said. In a long argument [illegible] education officer on the [illegible] Mr Auld was right in [illegible] wrong advice from Counsel [illegible] played a crucial role in [illegible]

In a clear reference [illegible] ciplinary proceedings [illegible] teachers, Mr Carter [illegible] others should have "[illegible] of justice" as the criticisms [illegible] "If you are going to [illegible] long, humane, and [illegible] with one hand you [illegible] same with the other, [illegible] thing else would be [illegible] justice", he said.

A further defence of [illegible] came this week [illegible] five managers who [illegible] for criticism in [illegible] Mrs Elizabeth Hood [illegible] preparing to resign [illegible] four at the end of [illegible] that to attack the [illegible] helpful". Although [illegible] with some of the [illegible] sions, she thought Mr [illegible] "a remarkable group [illegible] educational system [illegible]

PERSONAL COLUMN

John Rae

Department of silly talk?

If Mr Callaghan seriously wants to exercise greater control over what is taught in schools (rather than just engage in a manoeuvre to upstage the Tories), he should be warned that while Tyndale may underline the need for much greater vigilance on the part of l.e.a.s, the problems of exercising effective control of curriculum and teaching method without destroying the initiative of the teacher are very great.

What is more, once the Prime Minister has opened up the possibility of stricter supervision of what teachers are doing, he may find a tide of public opinion pushing him to go even further. It is not just that there are genuine anxieties about standards of literacy and numeracy. Public opinion will also reflect the irrational desire to be revenged on the teaching profession, a desire felt more or less consciously by most adults.

Teachers bossed us about in our formative, sensitive years and though we may have mocked and teased, we never had the last word. So if there is now to be a shift in public opinion against the independence of teachers it is likely to receive extra thrust from a strong unconscious wish on the part of many people to put teachers in their place.

But if the public, speaking through its politicians, wishes to call the tune, what to teach and how, it will find that the real difficulty will be to know where to stop. The public may demand that in an increasingly heterogeneous society, every child must have a thorough introduction to British history (a very reasonable demand in my view). But what parts of British history and from whose textbook?

Once it is accepted that the choice of subject is too important to be left to the teachers, it will soon follow that the choice of historical period and of textbook too, should be taken out of the teachers' hands. What is more, the degree of external control is a phenomenon of democratic societies just as much as totalitarian ones. One example may suffice to illustrate the point. The Japanese underwent a period of abrupt democratization immediately after their defeat in 1945. The constitution of 1946 provided for the free, compulsory education of all boys and girls. In the following year the Fundamental Law of Education established a "harmonized", centrally directed system whose declared aim was that of "bringing up self-reliant members of a peaceful and democratic community with a respect for human values".

That is only the beginning. "The subjects to be offered and the standard number of school hours per year for each subject in elementary and lower secondary schools are provided for in a Ministry of Education ordinance entitled 'Enforcement Regulations for the School Education Law'."

The control of teachers' independence goes much further than this: All the textbooks to be published by commercial publishers are subject to authorization by the ministry, either the author or the publisher is required to submit some draft copies of the proposed textbook to the ministry for its examination. The draft copies are examined both by full-time textbook examination officers and part-time textbook examiners who are higher school teachers or university teachers. The results of the examination by these people are reported to the Textbook Authorization Council, an advisory organ to the minister. . . . The minister authorizes textbooks on the basis of the recommendation of the council."

This degree of public control is alien to the British tradition but it is the rule rather than the exception in the rest of the world. What we dislike about it is not simply that it downgrades the teacher by making explicit public lack of confidence in his judgment. We fear also that public decisions on [illegible] text books will be [illegible] political considerations [illegible] silliness.

The fashion for [illegible] ron's books all spring [illegible] prejudices from [illegible] to class distinction [illegible] an unwelcome boost by [illegible] to allow public control [illegible] taught and read. [illegible] local librarians have also [illegible] niggles on a trumped-up [illegible] neo-colonialism; and a [illegible] calls itself the Writers' [illegible] Publishing Cooperative [illegible] demned such [illegible] books as *Dr Doolittle* and *the Chocolate Factory* [illegible] grounds of racism.

The intellectual level [illegible] such a body operates may [illegible] by its own description [illegible] it has produced to [illegible] tionally placed on [illegible] plus Rose . . . "The [illegible] bullo is sick of [illegible] peonies which [illegible] elephants turn sugar [illegible] colours. She [illegible] pink and leaves [illegible] suns to play in [illegible] savannas. Seeing [illegible] Annabelle's life has become [illegible] other little girl elephants [illegible] until only grey elephants [illegible] seen in elephant land."

It may be argued that [illegible] cisely the sort of attitude [illegible] native and intolerant [illegible] young teachers adopt [illegible] approach to subject [illegible] choice of textbooks [illegible] sooner such silliness is [illegible] control, the better. But [illegible] dial dangers in public [illegible] far greater than any [illegible] signal naïve teaching [illegible]

Parental confidence [illegible] undermined not just [illegible] theory but also in [illegible] selves. It is tempting [illegible] press coverage of [illegible] cases but the department [illegible] Book clearly reflects a [illegible] more profound public [illegible] the teaching profession [illegible] ensure that this does [illegible] translated into the [illegible] control of curriculum [illegible] books that exists in [illegible] where, it had better [illegible] house in order as quickly [illegible] ciently as possible.

DES sees no sense in exchequer takeover of teachers' salaries

by Mark Vaughan

The transfer of teachers' salaries [illegible] other large items of expenditure [illegible] from local to central government [illegible] was strongly opposed by the Department of Education and Science in [illegible] evidence to the Layfield committee published last week for the first time.

The department concluded that transfers of this magnitude would be "too high a price to pay for what would almost certainly be only a temporary, but probably an irreversible, relief to the rates".

The three large blocks of local authority expenditure which the DES examined in its evidence as possible candidates for transfer were teachers' salaries, school milk and meals and local authority higher education.

According to the DES the effect on rates of transferring either school meals and milk or higher education "would cease to replace, after the first year of change". The immediate effect on rate burdens would be relatively small, though not insignificant . . . "These transfers would thus make no contribution towards the longer term improvement of local authority finances." The DES pointed out that although the introduction of a 90 per cent specific grant for mandatory awards to students relieved local authorities of some £40m of rate-borne expenditure in 1974-75, it "does not appear to have eased their financial problems to any appreciable extent".

The relief to authorities from the transfer of teachers' salaries would, initially, be much more substantial because this bill represented about a quarter of total local authority current expenditure.

If the government took over the responsibility of teachers' salaries it would, according to the DES, need to have some control over the number and grading of those who were employed. "This would represent a major shift of power from local to central government . . .".

The department's evidence is included in one of six volumes of evidence to the committee which published its report in May, now available from HMSO at prices ranging from £1.40 to £4.40 (the price of the evidence by Government Departments).

In its evidence to Layfield, the Treasury showed strong opposition to an increased financial burden of the kind that the redistribution would be. "These transfers would impair central government's use of fiscal instruments and the government would no longer be able to exert a sufficient measure of influence over local government expenditure".

The Roundabout Special was built by boys from Broadland School, Wroxham, for the BP build-a-car contest. It failed to complete its driving test because of mechanical trouble, but the boys were awarded a special prize for "grit and ingenuity".

NUT steps up 35-plus action

by Stephen Cohen

Action against oversize classes and teacher unemployment has been stepped up by the National Union of Teachers.

From November 1, teachers in 244 schools in Lancashire will refuse to stand in for absent colleagues and 75 schools in Surrey will also be affected. Sanctions were also approved for the London boroughs of Enfield and Sutton.

The union's executive has decided that protests should be made in cases where members are faced with classes of more than 35 because of absent teachers.

The county plans to save £35,000 a year by reducing the scale points allocated to Southampton schools. It is claimed that the money saved will be used to recruit newly-qualified teachers to maintain existing staffing standards.

The NAS-UWT said this week they were opposed to the "robPeter to pay Paul" policy. "One group of teachers should not be required to give up part of their salary to pay others", a union statement said.

Before the sanctions started the authority invoked the local disputes procedure. The dispute will now be referred to a conciliation committee.

● The NAS-UWT is about to publish a report on nervous breakdown among teachers to discover why so many are unable to continue teaching until normal retirement age. Mr Terry Casey, the union's general secretary, said that schools were breeding grounds for stress.

"An expert recently showed that the heart rate of a young teacher working with fourth formers was from the normal 70-80 beats a minute to 125 by 4 pm. After 4 pm it dropped to around 90."

Front calls for segregation and left-wing ban

A vision of the nation's education service if the extreme right-wing National Front ever came to power is contained in a booklet published last week by the organization.

Immigrant children would be taught in segregated schools until they were eventually deported, left-wing teachers would be banned, certain textbooks would not be allowed and all children would have to follow science lessons and learn British history.

But the brain drain, according to the Front, is not only a waste of millions of pounds of training, it also "represents a tragic deterioration in the genetic composition of the nation".

As a first step a National Front government would legislate for higher salaries in scientific civil service and a minimum salary in industry. Students would also have to undertake to work for 10 years after qualifying in science or business.

Every secondary school child would be tested to see what work was suitable for him or her. The government would lay down precisely what could be taught in certain subjects and physical education would play a major part in restoring the nation's morale, confidence and "feeling of quality".

"We would insist that British history be taught to all children from the beginning of the junior or middle school upwards and that the teaching should follow a national syllabus issued by the DES under the supervision of an advisory board." Some books which are deemed to be "obviously political harangues" would be banned, "but one can never completely solve the problem without banning all Marxist teachers from history departments."

Teachers who often pass for Marxists are those "who consider it correct form to espouse the sort of liberal-left garbage that spews forth from the pages of the Times Educational Supplement".

Jobs plan veers off target

The Government's latest emergency measures on teenage unemployment have got off to a shaky start and at present showing are unlikely to reach their target of creating 60,000 extra jobs for young people.

Since they were launched last month 41 work experience schemes have been approved, providing places for 520 young people. But only 225 applications have been received for the £10 a week recruitment subsidy paid to employers taking on extra young people. Both measures were designed to create 30,000 places during the coming year.

Under the work experience programme young people are given a taste of working life in several departments within a company or organization. They are not paid wages but receive instead a government grant equivalent to supplementary benefits plus an allowance.

On Monday schemes started at Dartington Hall, Devon, and at ICI Mond Division, Runcorn, giving places to 55 teenagers. At Dartington they will be given experience of forestry, agriculture, textiles, catering, administration and estates trades.

At Runcorn 20 young people started a nine-month course in the company's research departments. A similar 40 young people will join them soon.

The poor showing of the £10 a week subsidy can partly be explained by the fact that it is only available for young people who have been unemployed for at least six months. So none of this summer's school-leavers are yet eligible. However, there is still an enormous backlog of older teenagers without jobs who, when these measures were particularly aimed.

Last week the Construction Industry Training Board announced that it had put on projects for 400 redundant apprentices and trainees to give them something to do until permanent jobs can be found for them.

'Dazzling' Africa book wins TES award

An African educational charity is to be the indirect recipient of the £100 prize for the *TES* Senior Information Book Award this year. *Macdonald's Encyclopedia of Africa* is produced at £4.95 by a team of 55 contributors, consultants, advisers, and editors. Since it was not possible to give the prize to the winning book's author, Mr T. O. Beeston, managing director of Macdonald Educational, accepted it on behalf of the charity.

The encyclopedia is described by the *TES* judges as shedding "dazzling light on what many still think of as 'the dark continent'." Its comprehensive coverage of Africa's vast diversity is staggering. Moreover, so short has been the interval between proofs and publication that it has almost kept pace with the winds of change. For example, OAU's recognition of the Angolan People's Republic only last February.

"The contributors have rejected the old arrogant assumption that civilized white men discovered a savage continent of 'inferiors' and converted heathen who needed to be improved; they have also eschewed the other extreme. We could find no evidence of prejudice or discrimination. An alphabetical Who's Who of more than 250 African personalities, both black and white, includes some infamous characters; but each biography is punctiliously factual, entirely avoiding value judgments".

The winner of the *TES* Junior Information Book Award for 1976 is *Wash and Brush Up* by Eleanor Allen, published by Adam and Charles Black at £1.75. This is a children's history of personal hygiene from Roman times to the present day. From sanitation and bathing habits, to the care of the complexion and the washing of clothes. The influence of changing social attitudes and developing technology is a central theme, and the reader is shown he cannot apply modern standards of cleanliness to forebears who did not enjoy the benefits of the water closet or washing machine.

Stuart Maclure, editor of the *TES*, announced the awards yesterday at a reception at New Printing House Square. To be eligible for the competition, books had to have been published for the first time either in Great Britain or the Commonwealth between September 1, 1975, and August 31, 1976.

The judges for the junior award were Ralph Lavender, headmaster of De Lucy Junior School, Abbey Wood, and at present seconded to the ILEA's Centre for Language in Primary Education, a reviewer of children's books, and author of a practical guide for teachers on traditional stories; Clarissa von Schweitz, a senior lecturer in librarianship at the Polytechnic of North London, and a specialist in library work with young people; and Peggy Heeks, assistant county librarian for Berkshire, and compiler of two bibliographies on information books; together with the editor of the *TES*.

The judges for the senior award were Cecilia Gordon, library organizer for the ILEA and a member of the national committee of the School Library Association; Michael Marland, headmistor of Woodberry Down School and recently a member of the Bullock Committee on reading; and Charles Stuart-Jarvis, headmaster of Abbey Wood Comprehensive, together with the editor of the *TES*.

Full judges report, page 23

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Study of vandalism in Ulst dispels popular myths

A survey of vandalism and indiscipline in Ulster schools has found that, contrary to popular belief, such incidents are not increasing.

The survey forms the bulk of a report produced by a 15-member working party established two years ago by the Association of Northern Ireland Education and Library Boards. The survey, which is quite separate, tends to contradict many of the assertions in the committee's report.

The committee says that the troubles in Northern Ireland have exacerbated the problem.

At the same time the working party accepts that vandalism is not confined to Ulster. "Truancy, indiscipline and vandalism are not, of course, recent manifestations in the schools", it says, "It is a matter of degree. When a malady passes beyond an acceptable level and becomes a national phenomenon it is right that we should look for causes and cures. We found a widely held conviction that this level had been reached and passed."

The cost of arson alone runs into millions of pounds and the cost of repairing vandalism carried out inside schools was £200,000 in 1974-75, it adds.

Since permissiveness is the only social cause identified, the report is solidly traditional in its comments. "There is a widespread belief among teachers that in their efforts to establish and maintain discipline they do not always have the backing of the school authorities."

The leniency of the courts in dealing with juvenile offences was frequently mentioned.

The committee's educational suggestions, tend to be vague. It refers, for example, to the large number of frustrated and unwilling pupils in schools because of RSLAs, but its solutions are to provide more youth facilities and to study curriculum development.

The report does contain specific proposals for a study of school design to reduce vandalism, intruder alarm systems, an improved teacher/pupil ratio and close liaison between teachers and social workers.

It strays into more contentious areas when it argues that "the validity of modern theories advocating child centred education, teacher passivity, free expression, etc., etc. should be reexamined.

Other recommendations propose more help for inexperienced teachers, that the school psychological and welfare services should be improved, that more thought should be given to counselling services, especially in large schools, and that withdrawal units should be set up "where the education of disruptive and intractable pupils excluded from the ordinary classroom can be continued".

The survey undertaken under the guidance of Dr John Wilson, research officer of the Northern Ireland Council for Educational Research, takes up a large part of the document. School principals were asked to record, over a six-week period in November and December, 1975, all incidents which seriously infringed school discipline.

All post primary and those primary schools with 500 or more pupils were involved plus 143 of the remaining smaller primary schools.

The total number of vandalism incidents recorded was 668. There were 339 indiscipline incidents and 223 external difficulties—on the way to or from school. The average of four incidents of the 315 schools [illegible] number was not even [illegible] For example, 216 [illegible] indiscipline problems.

The extreme case [illegible] which had 35 incidents [illegible] 28 of indiscipline and [illegible] problems—an average [illegible] dents a week.

The survey found [illegible] factors thought to be [illegible] problems explained [illegible] of the variation, [illegible]

However, 5 per cent [illegible] variation in [illegible] accounted for by the [illegible] —whether it was [illegible] dacey, or grammar [illegible] proportion by the [illegible] There was also a [illegible] one area board and [illegible] the other hand, [illegible] status of the school [illegible] was voluntary or [illegible] proportion of [illegible] ers, the teacher [illegible] staffing ratio did not [illegible] an effect.

The survey failed [illegible] report's assertions that [illegible] was less of a problem [illegible] schools. It also [illegible] view of the world [illegible] vandalism was increasing [illegible] 315 principals surveyed [illegible] the problem was [illegible] year previously, 6% [illegible] better, and only 5% [illegible] worse; 10 did not [illegible]

The survey provides [illegible] port for those who [illegible] problems on RSLA [illegible] the 315 principals [illegible] vandalism and [illegible] confined to the [illegible]

No cash for correspondence cours

by Bert Lodge

[illegible] enthusiasm among local [illegible] correspondence courses is highlighted in a survey published this week which shows how little l.e.a.s give to correspondence students.

In 1974-75 499 students out of a total of more than a quarter of a million received grants totalling £17,010. This represents half the course fees of each of the 499 students, estimates the Association of British Correspondence Colleges. It comes to about the same as providing full-time education for 11 polytechnic students.

"The 1962 Act gave local authorities the power to give discretionary awards to correspondence college students but out of the 62 l.e.a.s which replied to our questionnaire nine, including Inner London, said they gave no grants at all", said Mr Michael Newell, chairman of [illegible] College, Oxford. Another three said they did so only in very exceptional cases to handicapped applicants."

Altogether 116 l.e.a.s were approached by the ABCC. Most generous by far was Derbyshire which awarded £3,540 to 65 students, while next came North Yorkshire which shared £2,509 among the 29 students who applied.

Hampshire gave £50 to its one applicant while Surrey turned down seven of 10 students who applied and granted just under £12 each to the rest. Kirklees received three applications and awarded each just over £9. Haringey had one applicant who was given £73.

"The disparity between the attitudes of l.e.a.s is harmful to education provision", says the association, which represents [illegible] "The DES does [illegible] let students know if [illegible] once route nor a [illegible] their powers to give [illegible]

Mr Newell said [illegible] ence colleges had a [illegible] the present [illegible] method of study [illegible] mum use of [illegible] closing down of [illegible] education colleges [illegible] some young students [illegible] members of the ABCC [illegible] courses.

"But we are not [illegible] frontation with [illegible] cation", he said. "We [illegible] like to be seen as [illegible] way."

He criticised the DES [illegible] ing no information [illegible] dence college students [illegible] publication *Statistics of*

Colonel Stirling

Stirling qualities for British youth?

Colonel David Stirling, the founder of the Special Air Service in the last war and the man who set up the patriotic organization GB 75 in 1974, is turning his attention to education. He is now working on a plan to take 15-year-old boys and girls out of school and put them in country houses for a regimen of physical exercise and anti-communist teaching.

Colonel Stirling first revealed his concern about teenagers, who were in their last year of compulsory education, in 1975. When it was announced that GB 75 was to be disbanded and replaced by the Better Britain Society, one of the new organization's objectives was to "generate support for a drastic reordering of the curriculum and the present educational facilities for the 15 to 16 age group".

Informal conversations with MPs, industrialists, trade unionists and people involved in education have been held over the last 18 months and the colonel will shortly put his ideas down on paper for further comment.

In outline his plan is to take young people out of schools and "totally and absolutely" alter the curriculum. The young people would be lodged in sports dormitories and exposed to audio-visual teaching techniques.

Country houses would be ideal, he said this week. There were documents of such places in danger of becoming derelict. "What better environment could there be? It should be fairly rudimentary and fairly austere."

Class differences would be abolished in these country schools. Children from the most depressed areas of industrial cities would mix with public school pupils to produce a classless community.

"They should have the ability to have tutorial counselling as individuals where they can be shown the various options open in life. They can think about what they want to do. Their natural aptitudes can be properly assessed. They can be given a full and expert exposé of communism and the left wing.

"It's no good saying they should be anti-communist unless they understand it. Basically, to get rid of class, you have to mix the entire youth of the country into one great cauldron, broken up into manageable units."

Colonel Stirling's proposals are being costed by friends in the Treasury, he claimed. "In their spare time", he added. Public schools would not be abolished under the plan. Parents would still be able to pay for their children's education up to the age of 15. But after that, public schools would become state schools. There would be no compulsion in the youth camps. "If they didn't want to get fit, they needn't go to physical education classes."

Attendance would not be obligatory. Those who wanted to leave to go to work would be allowed out.

The audio-visual teaching techniques would be far cheaper than employing a large permanent staff. The best teachers of the day would be on film or tape and the most advanced techniques would be used on the young people "at an age where they are still susceptible".

Colonel Stirling has seen many MPs and given them a pep talk about his ideas when he has discussed another organization dear to his heart, TRUEMID, the movement for true industrial democracy which attempts to counter alleged left-wing domination of trade unions.

"I haven't asked any of them for support. Our plan is to get about 20 or 30 MPs, of all the main political parties, to support a bill. It will be at least six months before we can ask an MP to put his name to a Private Member's Bill."

Colonel Stirling was reluctant to disclose the names of his associates but did say there were five or six committees looking at the problems of putting proposals into action. He was also concerned that his plans might be killed stone dead if it was revealed that he was involved.

"GB75 was a self-styled patriotic organization prepared to take over key installations like power stations in the event of a general strike. The Special Air Service was a unit that created havoc behind enemy lines in the Western Desert during the last war. Colonel Stirling also set up the Capricorn Society in the 1950s which opposed colour prejudice in southern Africa.

Stephen Cohen

Study pins down different ims of staff and parents

[illegible] chers are more interested in [illegible] eloping pupils' critical faculties, [illegible] sonalities and social skills than [illegible] arents would like, according to a [illegible] ently carried out in Nottingham[illegible]

[illegible] the case study of a comprehen[illegible] school in the Sutton in Ashfield [illegible] munity centre, which has just [illegible] published by Nottingham Uni[illegible]versity, asked parents and teachers [illegible] what [illegible] things for a school to do.

Most parents said that schools should help pupils do well in examinations, give advice on careers and teach them a sense of right and wrong. The teachers said schools should help pupils to be critical of the world, develop their characters and teach them how to get on with others.

The report, written by two lecturers from the university's School of Education, Mr Barry Elsey and Mr Jim Thomas, says: "Such a difference is to be expected when the same perspectives of parents and teachers are so different. Parents are faced with the often pressing need to secure reasonable employment for their children, whereas the foresight of teachers induces somewhat loftier views of educational goals." In their view, these differences are minor.

"There can be much hidden agreement between parents and teachers", they add.

The two groups were asked to agree or disagree with 14 possible objectives for schools. Almost the same percentage of teachers (53 per cent) and parents (56 per cent) "agreed strongly" about the importance of exam success. And about [illegible] both parents and teachers [illegible] in strong agreement on the need for careers advice.

[illegible] teachers gave far more emphasis to personal development [illegible] practice. Almost three-quarters of staff strongly agreed that [illegible] awareness was important [illegible] only a quarter of the parents [illegible]

[illegible] teachers put more emphasis on the three Rs than parents. All [illegible] teachers agreed that teaching of the three Rs should be concentrated in the secondary school while only three-quarters of the parents did. Elsey and Thomas say: "Parents may consider such a task to be the province of the primary school."

It was an unusual study—carried out by a Workers' Educational Association adult education class—of an unusual school. The Sutton centre school is linked with a youth club and adult education, teachers' and caretakers' advisers' centres are all situated in the centre of the town. There are plans to incorporate a theatre, sports hall, creche, children's play area and probation and educational welfare offices.

Parents' comments were positive about the community aspects of the school. One said: "The opportunity is there for all parents and other people who do not have children to develop strong and lasting contact with the Sutton centre." Adverse comments were generally about educational standards and examination opportunities. Some parents were particularly concerned about the school not allowing pupils to take CSE O level and making all pupils do CSE, Mode 3.

Others thought the community centre activities might detract from the educational purposes of the school, but some were unreserved in their praise. "I must be the finest in the country", one said. "Forty years too late", said another.

Elsey and Thomas praise the extent of parental participation in the school's activities and the importance given by the school to developing good home/school relationships. Over 90 per cent said they knew they were welcome at the school at any time and almost half had made informal visits.

In spite of this, there was a lack of any real parental involvement in decision making in the school, in spite of the three parent governors, the report says.

Nearly half the parents were not even aware of the existence of parent governors, though a third said they would be willing to stand for election. Hardly anyone had ever been consulted or informed about governors' decisions.

APT row g to arbitrati

Polytechnic teachers in [illegible] have referred [illegible] employers to [illegible] Advisory, Conciliation [illegible] tion Service.

The dispute is [illegible] County Council over [illegible] service and the teach[illegible] bers of Portsmouth [illegible] branch of the Associa[illegible] technic Teachers, [illegible] years ago by polytech[illegible] dissatisfied with the [illegible] Teachers in Technical [illegible]

ATTI has since [illegible] lege of education [illegible] become the National [illegible] Teachers in Further [illegible] Education. The APT [illegible] ship is 63,000.

A spokesman for [illegible] its liaison committee [illegible] had come to a provisional [illegible] on conditions of service [illegible] l.e.a.s.

The APT insists [illegible] to the agreement [illegible] shire County Council [illegible] recognize the [illegible] conditions of [illegible] council wants to [illegible] professional, [illegible] professional image of [illegible] themselves and will [illegible] prove to be unworkable.

Oxford back in favour

Oxford University is becoming more popular with school leavers. The total number of applicants putting it as their first-choice university for entry in October, 1977, is 6,300. This is 326 more than last year.

The number of men applying is 4,188 (140 more than last year); the number of women 2,112 (186 more) last year 1,214 women applied to women's colleges and 482 to mixed colleges. This year 1,327 applied to women's colleges and 785 to mixed colleges.

Out of the 6,300 applicants 1,065 (678 men, 387 women) applied for conditional offers which are now made by all colleges. These applicants ask to be considered for places conditional on gaining stipulated grades at A level the following summer. Any candidate accepting a conditional offer does not have the colleges' entrance and scholarship examination through which the great majority of places will be allocated.

With men candidates chemistry (up 39) is the subject which shows the largest increase on last year, and with women modern languages (up 26), law (up 75), and English (up 26).

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L.e.a.s firm on fees deal

Local education authorities are to tell Mrs Williams, the Education Secretary, of their disapproval of the Government's package deal on increased students' fees. But they have decided not to put forward an alternative scheme.

Mrs Williams will be told at a meeting early in November that the authorities are still thoroughly opposed to the scheme and concerned about its financial and educational implications.

Under the scheme fees for home and overseas undergraduates would be raised from £182 and £416 respectively to £650. British students who receive grants will no longer have to pay tuition fees. Parents' incomes would no longer affect fees, only maintenance grants, and the £50 minimum grant would be ended.

A full meeting of the Council of Local Education Authorities on Monday concluded there was not enough time to offer another package to the DES. Its main concern so far has turned on the problems of cash flow in areas which are substantial exporters of students to advanced further education elsewhere in the country. It also says the package will not result in equality of treatment for overseas students.

The increase would do away with the apparent differential between home and overseas students. But CLEA's view is that since tuition fees would no longer be charged for most home students, the differential would still exist.

A spokesman for the council said this week: "It was felt that at this stage it was not practical to float an alternative package. We share the universities' concern about the implications which the package will produce for the l.e.a. sector, and that an awful lot of financial detail has yet to be worked out to our satisfaction.

"We also share the universities concern that there are serious educational consequences in the package. We will have to see if it can be reshaped to cause the least possible disruption to the system."

Last week the Committee of Vice-Chancellors expressed concern at the proposed increase in fees. Sir John Habbakuk, chairman of the committee and vice-chancellor of Oxford University said they would be putting their views to Mrs Williams at a forthcoming meeting.

Sir Derman Christopherson, vice-chancellor of Durham University said it was postgraduate work which was most likely to be affected because of the £750 a year figure proposed for postgraduate students.

He thought there were as many as 10,000 postgraduate students not supported by public funds. The proposal amounted to a four-fold increase in fees and the number of students able to finance themselves would be significantly reduced.

"It may be possible to persuade industry and employers to provide support and to offer what have been full-time courses on a part-time basis", he said. He pointed out that the recommendation of the vice-chancellors' working party on postgraduate students which he had chaired, was that fees for this category of student should be fixed at £450.

Mr and Mrs James Conkley, who are the new lecturer (sic) in the department of religious studies at Lancaster University with an annual salary of around £3,900. Mr Conkley, aged 29, and his wife, Sarah, 25, were research students at Cambridge when they applied separately for the job but would consider 'sharing' it. Sharp, head of the depart their combined expertise the department far more other applicant as they cialized in diverse Christian history and

Judge us by our successes, say heads

The National Association of Head Teachers has rushed out advance copies of a report due to be published later this year as its contribution to the national debate on education sparked off by the Prime Minister this week.

The association takes to task employers who criticize the work of schools. "How many employers have been inside a school in the last 10 years, let alone spent a week there apprising what goes on", the report says. "How many rely on folklore and their own partial memories?"

Headteachers are not complacent or satisfied, it says. "We must always be self critical and concerned to do the best we can for our pupils. There is no doubt that a gap exists between what we do and the expectations of some parents and some employers. We urge all concerned to try to bridge it."

successes. "They are always under critical appraisal, in the line of fire from one direction or another.

"We suggest that for those who will have to initiate instructions and discussions within a firm and for those who will have to communicate outside of it, some skill in written language is necessary within the limits of the subject matter involved.

"To write a letter about a consignment that has gone astray does not require the same skill as to contribute to a technical journal. For those who will have to receive instructions or to take part in discussion, understanding is more important than skill in writing."

Maths is more under fire than anything else taught in schools, the heads say. "Granted you do not need to be able to prove Pythagoras to be a successful production engineer on the shop floor, or even a supervisor or shop manager, none

Modern maths teaching may well have ousted the traditional drilling more than was wise, the report says. "There is a case for rescuing the baby, whatever we feel about the bathwater. Every pupil leaving school, except the very least able, should be able to manipulate numbers in simple examples of the four processes (addition, subtraction, multiplication, division) at least".

Any system of education that leaves pupils ignorant of industry and commerce is defective, the heads think. But attention also has to be paid to subjects of aesthetic and cultural value.

"In schools for younger children integration of these various subjects can be achieved almost at will: for instance, make a batch of raspberry buns—practical skills, number, economics, science, language are all used. But as children grow older and able to look further and

Students not up to scratch

Students who arrive at university to study maths are less suited to it than they used to be, says the universities vice-chancellors' committee.

"There has been a wider range in the curriculum so that some arrive not knowing what you could once expect", the chairman, Sir John Habbakuk, vice-chancellor of Oxford University, said at a press conference last week.

Dr Harry Pitt, vice-chancellor of Reading University, agreed. There had been such curricular development in the subject that the aptitude of students to move onto a university course was not what it used to be, he said.

Another difficulty was caused by the range of languages taught being reduced in some schools. Sir Derman Christopherson, vice-chancellor of Durham University, said Russian and Spanish. of universities are to keep up their field when only a few "A" levels in the reason more insidious. put on a crash sink school" has generally been at Reading. applied only to inner city secondary schools which get caught in a vicious circle of deprivation and disorder.

But now it looks as though the form may come to be used of primary schools as well. Clearly, the social and economic factors in the creation of "sink" schools were never limited to the secondary level but the symptoms can be similar: lack of order, a continuous cacophony, vandalism, fights and violence against fellow pupils and staff—were plain to see.

Now primary schools are in the front line as well William Tyndale was not the only one we came across where some or all of these symptoms were present. Some headmasters cope, more or less. Others do not. They, the teachers and the children are the victims less of a faulty education system than of the violence with which the centres of our cities have been infected. The gradual disappearance of the cloakroom—a thieves' paradise—is just one of the conse-

And the walls came tumbling down . . .

John Gretton, co-author of a book published this week on what went wrong at William Tyndale School, sums up the lessons to be learnt from the affair

ders have a word for it. A ll flaw in a tower block or dge may expose other weaknesses bring about the gradual truction of the building. It is own as "progressive collapse" nd it happened most spectacularly few years ago at Ronan Point. As ark Jackson and I came to the d of the *TES* book on William ndale we found ourselves wonderwhether the same thing might be happening in education. uld William Tyndale be seen as fatal flaw that would destroy precious fabric of London education and leave headmasters and ministrators all over the country ndering when their turn was going to come?

Few structures, however, are as sistant as a well entrenched reaucracy, and the ILEA is no ception. It lost, but could well ford to lose, its apparently indefatigable chairman of the schools sub-committee, Harvey Hinds. And our story last week of Tory plans to dismantle the ILEA shows the wolves that have been after the authority's blood for years are now baying louder. The London education system has been shaken, certainly, but not seriously threatened. Working on the book, though, made us aware of other, more difuse dangers, and perhaps for that

The committee had set out to tempt students into science but were short of advice on engineering, Sir John said. Primary schools as well. Clearly, the raised the difficulty of subjects of special social identified. "Why emphasis on but the symptoms can be similar: lack of not plant biology to get order, a continuous cacophony, vanfood crop?", he asked. dalism, fights and violence against

He thought preference could increase tension fellow pupils and staff—were between students. There had been a plainly disturbed. considerable increase in applications for engineering and technology in many universities that were pretty well filled.

Another difficulty was caused by the range of languages taught being reduced in some schools. Sir Derman Christopherson, vice-chan-

tradition. They claim for themselves the same immunity from criticism that they are no longer willing to accord heads. The publicity given to the remarks by Mr Ellis and his colleagues about "trendy middle-class and pushy working-class" parents has probably—and deservedly—done more harm to the cause of teacher professionalism (whatever that means) than any amount of thoughtless union activism.

It is not that the teachers are wrong and the parents right, or vice versa. Whatever the rights and wrongs, that sort of contempt for parents is out of court. To labour the point once more: a head who behaves in a heavy handed authoritarian way towards his staff is likely to behave in the same way towards the children. Similarly, a teacher who shows his contempt for the views of a large body of parents with whom he disagrees is likely to show the same contempt for a child who does not fit in with his methods of teaching.

It is one thing to know, from attitude surveys, that most parents and their children have quite different expectations of school from what most teachers think they ought to have. It is another to come face to face, as we did in the course of our research at William Tyndale and other schools, with the extent and depth of these "pushy working-class" attitudes so despised by some William Tyndale teachers. I would draw two conclusions from that.

Instead of bemoaning the tendency of the so-called popular press to sensationalize education stories, we should be grateful to them for voicing—even if they also pander—to attitudes which otherwise would scarcely get an airing.

If teachers want to be allowed to go on teaching the way they want to rather than the way their paymasters might want them to, then they must get out and "sell" their product just like anybody else. If the Prime Minister's speech last Monday is anything to go by, they may already have left things too late. They must realize that, old or young, progressive or traditionalist, they can no longer remain protected from public scrutiny by retying on the age-old tradition of "teacher knows best." They must go down into the market-place and argue their case. Nobody else is going to do it for them; nor is there a single reason why anybody should.

● "William Tyndale: collapse of a school—or a system?" a TES special by John Gretton and Mark Jackson (Allen and Unwin, paperback £1.50, hardback £3.95) is reviewed on page 2 by Gerald Haigh.

£500,000 to break up ILEA

Decentralizing the Inner London Education Authority would add more than £0.5m a year to its running costs, claims its education officer, Dr Eric Briault.

The estimate is given in a report to the authority's staff and general purposes committee this week on a Tory proposal that management should be devolved to representative divisional committees. The proposal envisages that the number of ILEA divisions should be increased from 10 to 12, so that they coincide with the boundaries of inner London boroughs.

The two new divisions would cost an additional £290,000 a year, and the running of the divisional committees another £220,000, says the education officer. He does not refer to the possibility of any offsetting economies at County Hall, and assumes that the local committees would be purely advisory bodies with no executive power.

Dr. Briault rejects the charge of remoteness levelled against the ILEA which, he says, "has always sought to maintain the sensitivity to the needs and views of the people of Inner London for which it has been known since its inception".

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to continue your studies, which could include a post graduate year at a university. Similar opportunities also exist for women applicants.

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Army Officer

Getting to grips with groups

Teachers should undergo sensitivity training if they use group discussion methods in their teaching, says a Schools Council report on health education for adolescents published last week.

Health Education in Secondary Schools says group discussions can be a very effective means of drawing out other people's points of view but teachers have to be aware that it may mean they have to re-examine their own motives and opinions.

The working party of teachers who drew up the report, says: "We were agreed that a knowledge of group dynamics and a training in sensitivity were both very useful, if not vital, to teachers wishing to embark on this work.

"We felt inexperienced teachers would benefit from joining a regular group themselves. Courses organized by the National Marriage Guidance Council were among those recommended for this purpose."

The report reviews three possible ways of organizing health education—teaching as a separate topic, integrating it with others or dealing with it as part of pastoral care. It comes to no conclusion about which is preferable but says all need to be looked after by a health education coordinator.

Health Education in Secondary Schools published for the Schools Council by Evans Methuen Educational. £1.60.

NATFHE talks

Talks are to be held between the National Association of Teachers in Further and Higher Education and local authorities on the implications of the Employment Protection Act. A report from the association says the Act challenges the existing national negotiating arrangements for college lecturers' pay.

Salaries are negotiated in the Burnham Committee, but conditions of service are dealt with elsewhere. The report criticises this division

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Tyndale six to reapply

Robert Lodge

All the six teachers will be re-applying for their jobs at William Tyndale when the school is reorganized next year into a single junior and infants under one head.

This was confirmed by Mrs McColgan at the press conference to launch their book (reviewed in this week's *TES*, page 2) after Mr Ellis had read out a letter from Mrs Shirley Williams, Education Secretary, approving ILEA's proposal to reorganize the two schools in the New Year.

The effect of this letter is that the two have been reorganized out of our hands even if we are found innocent", Mr Ellis commented. "There's really until October 31 to apply."

A spokesman for the authority said that all the teachers except Mr Felton, who is on a divisional appointment, would have been sent a letter, before the end of September inviting them to apply for jobs in the new school.

Mr Ellis added that he and his colleagues had "no information from Labour Party group meetings that, if they did apply, the interviews would be arranged so that they did not get the jobs.

They had written to Mrs Williams, he said, to ask if she would postpone the reorganization of the two schools for one if not two terms, as disciplinary proceedings against himself and his colleagues were still going on. Mrs Williams had replied that she had no power to assume responsibilities which belonged to local authorities.

Mr Ellis said Dr Briault, the education officer, had already made it clear that whether he, Mr Ellis, were found innocent or guilty, the head of the new school would be Mrs Brenda Hart, at present head of William Tyndale Infants' school.

Mr Haddow thought that for he and his colleagues to have a fair chance of getting their jobs back there would have to be a completely new managing body.

Both Mr Ellis and Mr Haddow were critical of the lack of the support they had received from their professional association, the National Union of Teachers. If a teacher misbehaved the union rushed in to support him, Mr Ellis said, but not if he went on unofficial strike.

"Start taking trade union stances and the current system won't let you survive", Mr Haddow said. Both rejected the suggestion that they had acted against their own union. "No, it was the union which was against us", Mr Ellis said.

He maintained that what they were saying in their book was that education was political. He rejected the suggestion of International Socialist interference at William Tyndale Junior School. "IS have not influenced me in the least", he said.

"Among us all, only I am a member of Rank and File", Mrs McColgan said. Rank and File is usually described in its own literature as "a group of socialist teachers within the NUT".

"William Tyndale: the teachers' story." (Writers and Readers Publishing Cooperative, £1.)

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DES 'a secret garden'

by Alan Wood

It was about time the secret garden of the Department of Education and Science was broken into, Mr Nigel Spearing, MP, told the House of Commons last week.

Most teachers regarded the DES as an impractable set-up, Mr Spearing, who is Labour MP for Newham, South, said in a Commons debate. The central advisory councils for education should be re-established to act as a check on the secretive and centralized Department. And the Commons Expenditure Committee had suggested a standing commission for this purpose.

The CACs had the power to initiate and under the 1944 Act could advise ministers on educational theory and practice.

But the secret garden was not just a matter of the curriculum. It was about the way the DES had operated in the past. He hoped it would not operate in that way in future.

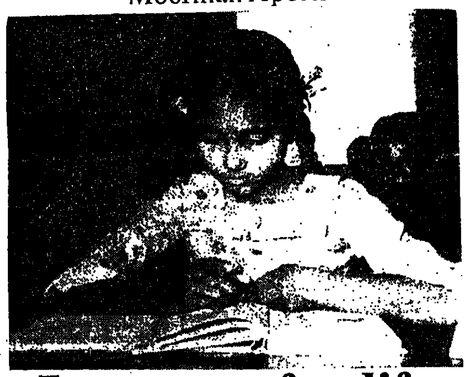
He suggested the CACs could look into the mathematics mess, teacher training, the secondary rationale, the role of the inspectorate and finally, the curriculum. Neither the department nor the government should be the gardener in this garden. It was much too important to the life of the whole country for any parts of central government to move in in Continental style.

He knew the Department was sensitive about these matters which was why the Schools Council was set up. That was a mixed experiment with mixed results. He hoped the sensitivity would remain but that the machinery would be updated. Perhaps CACs should consider this. That the councils had been out of use was symptomatic of a great deal that was wrong with the DES.

Mr Spearing hoped, and urged for the advisory councils to start inquiries on their own and they were used by the Government for major inquiries where their standing, membership and methods of working were particularly appropriate. The result was a number of reports of great importance. Crowther, Plowden, Newsom and Gittins were household words to this day.

Governments had not failed to revive the councils because of any perverse animosity towards them or any desire to flout an Act of Parliament but because it simply would not do to bring together a group of people unless there was an inquiry calling for the kind of examination only the councils could conduct.

An EEC pilot project to teach immigrants the language and culture of their homeland is being set up in Bedford. Paul Moorman reports



Language for life in the old country

A unique pilot project which could eventually lead to schools throughout Britain teaching immigrant pupils their mother tongue and culture is now starting in Bedford.

The year-long project is financed by the EEC in Brussels and will cost £26,000. Teachers have already been engaged for the three languages to be offered—Italian, Punjabi and Hindi—and the local authority is hoping to appoint a project coordinator by the end of this week.

A better deal for migrant workers and their families is one of the main planks of the Common Market's social affairs and education programmes. In particular, the EEC Commission has laid great emphasis on the need for migrants to be taught in their own language and about their own culture.

A meeting last December of the Nine's education ministers also pinpointed this as a top priority. Since then the Market's education committee has been trying to hammer out an action programme, but it has been hampered by differing degrees of enthusiasm for the plan in the various member states. Britain was one of those with many reservations.

A draft directive, however, has now been drawn up and is now going through Coreper, the committee of permanent representatives of the member states, before going to a Council of Ministers for ratification.

It is still undecided whether it will be the education or social affairs ministers, or a joint meeting of both, who will take the final decision.

The Bedford project is part of a parallel fact-finding exercise on migrant education. A school in Paris is also taking part where pupils will be offered Serbo-Croat, Italian and Portuguese. In addition, in-service training on how to run reception classes for new immigrants is being paid for by the EEC in Grenoble, Douai and Lyon.

Bedford was approached by Brussels because it has the highest proportion of immigrants of any town in Britain outside London. A quarter of the town's 75,000 inhabitants are of non-British origin. Of these, half are Italians, many of whom were brought over to work in the brick fields by the London Brick Company in the 1950s.

In the Bedford project, three lower, one middle and one upper school will be involved. Pupils, in groups of 15 for each language, will receive five hours' special teaching a week, given by three teachers who will shuttle between the schools. There will be one group for each language in the lower and middle schools, making a total of 45 participating pupils in each school.

During the five hours pupils will learn their mother tongue as well as the history, geography, music, games and social structure of their country of origin.

Pupils are now being selected in consultation with parents. The authority says it will be some time before this is completed as many immigrants, either illiterate or ill at ease with official letters, will have to be visited in person.

The pupils' progress is to be monitored by the London Institute of Education and by a West German education professor appointed by the EEC. At the end of the year, results will be compared with those of immigrants not taking part.

What the assessors will be looking for are signs of more self-confidence and a better self-image among the participants. They will also expect immigrants are gaining a better appreciation of the life-styles of the indigenous pupils in the schools.

British pupils will also be checked to see if their esteem of immigrants has gone up through realising that their language and culture are things that can be properly taught in schools.

Controversially, perhaps, the thinking behind the project is that the self-confidence which the special course hopes to generate in the immigrants will encourage them to integrate more fully into the British educational system during the rest of the school week. But it is significant that the main subject to be cut back to make way for the extra five hours will be English.

As a spin-off from the project it is planned to establish a resources bank for migrant education at Bedford which other local authorities will be able to draw on. If the EEC programme is finally adopted by the Council of Ministers, however, far-reaching changes in migrant teaching are expected to spread throughout the Community. But if changes are not made Brussels is concerned that the estimated 13 million migrants now in the Common Market will become a permanent low-paid, under-privileged working tenth member state.

Migrants from other EEC countries, who do not need work permits and who cannot be sent home if they do not have jobs, are already feeling the brunt of the recession in West Germany and France in particular. Additionally, many thousands of Yugoslavs, Turks and Portuguese, who are now having to return home, are finding that their children are at a major disadvantage in job hunting because of language problems.

British objections to the proposals is now circulating in Brussels centre on four key points. It is argued that they are too expensive, that the problems posed by this country's permanent immigrants are very different from those raised by short-term migrants and that "separate" education would be divisive. The fourth point in Whitehall's constellation of objections is trying to convince education authorities to accept what they are against.

The Commission says it has convincing figures, which it is unwilling to disclose, to show that the extra costs have been much exaggerated. While agreeing that in some classes and a two or three year transitional phase would be a heavy drain of resources, the Commission argues that secondary schools would benefit as lower schools already teaching a second language.

It is also pointed out that the EEC Social Fund can meet 50 per cent of the cost of any agreed scheme.

Brussels acknowledges that the original concern for the project over the issue stemmed from the fact that the millions of "guest workers" from southern Europe who had flocked into the affluent north in the 1960s were creating ghettos in every country they settled in.

But it now says that many of the meaningful distinctions can be drawn between various "classes" of migrant. Certainly, the old argument advanced by the Germans that the weak ones; many "guest workers" have now been in Germany for more than a decade.

On the divisiveness of separate education, the Commission officials say "wait and see". They point that the Bedford and other projects are intended to integrate.

The decentralized nature of Britain's education system, however, recognized as a problem by the Commission policy-makers, is one of many's federal structure. The Commission sizes that there are no guarantees getting agreement to the proposals.

Officials in Brussels are also aware that Britain in the past has been prone to a "directive of square holes". For example, the Commission might call on member states to carry out a certain project, but resources are available in one area deemed to the target group of pupils in question".

Directives state objectives which are binding on all member states of the Nine. But methods of implementation are left to individual governments. And there is a history of serious time-scale slippage.

From the Commission's point of view, having a directive in a suitable would be a major step forward. It would mean that the British government would have to report their own inaction to the EEC. Immigrant groups, too, would be able to protest to the EEC if they felt the spirit of the directive was being thwarted.

To those who argue that the whole idea of perhaps more than seven different linguistic groups of pupils being able to have mother tongue and culture teaching is unrealistic and idealistic the Commission points to the comprehensive system in Sweden. There, 49 languages are taught in schools and in some classes. By no means all of these are for immigrants. They include Swedes who might find themselves living abroad for, say, Swahili, and Finns who, when it comes to matters of language, are very touchy indeed. That is another attitude which Britain's officials will be hoping to avoid.

Disabled have abilities

Government should concentrate more on the abilities of the handicapped rather than their disabilities, according to Alfred Morris, parliamentary secretary for the disabled. He was speaking at an open day at the College of Technology last week.

Mr Morris was questioned about what the Government had given to get up a bureau for handicapped students. Efforts were now directed at helping all disabled people, not just one group, he replied with what he called a "new philosophy of management". This was the right way for individuals so that they could compete with their able-bodied contemporaries on equal terms.

Those who had the ability and desire for further and higher education should be encouraged to do so.

Disabled students at one university had difficulties with mobility, access and toilets, but allowances and special grants were available to help them. Colleges should not be put off taking handicapped students because they were not "properly motivated". "Ingenuity is often a more effective weapon than expenditure," he said.

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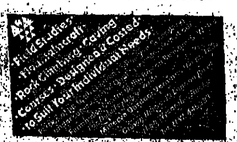

TES SPECIAL INSETS 1977

A complete list of the special issues planned for publication in 1977 is available from The Advertisement Manager, The Times Educational Supplement, New Printing House Square, Gray's Inn Road, London WC1X 8EZ

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Science diary
by
John Maddox

A straight line from Einstein?

In these depressing times much pleasure is to be derived from knowing that exciting and stimulating fields of research continue to prosper. For my money, and I hope for others', there is no better candidate than what is called quantum gravity. It is not an experimental field of research—not yet, at least—so it is cheap. And it is just the topic to take the mind off the 15 per cent Minimum Lending Rate announced last week.

Preoccupations with this esoteric subject go back a long way—Eddington wrote a massive tome on the subject early in the 1930s (but he was ahead of his time). More recently, the high-energy physicists have been pointing out that at some stage a connexion must be forged between the nuclear forces between particles of matter and the much weaker but still important gravitational forces between all particles.

But it is only in the past five years, and largely because of the work of the young Cambridge physicist Stephen Hawking, that the physical subtleties of the subject have come to life. Some of these are dealt with in an article by Dr P. C. W. Davies of King's College, London, in a recent article in *Nature* (September 30).

The place to start is with Einstein's General Theory of Relativity, published in 1915. At the beginning, understandably, the chief interest of this theory was that it provided a framework for understanding the structure of the universe as a whole.

Physically, it is quite a simple notion. Around each massive object, either a very large object such as a galaxy or a relatively small one such as a golf ball, the structure of space and time is no longer flat, as we would intuitively expect—the shortest distance between two points is no longer a straight line.

There is, of course, a semantic catch in that statement. First, spacetime is physically rather different from space itself—if you are compelled to describe everything not merely with reference to *where* it is but to *when* it is, then, in the most trivial sense, objects of any kind that seem to be at rest in some spatial frame of reference are not at rest in space-time—they are moving, because time is moving on.

Then there is a second catch—the meaning of words such as "straight line". These are the concepts with which we were blessed by Euclid. The trouble is that Euclid provides hardly any help with drawing straight lines over great distances. Within the compass of, say, an architect's drawing board, it is easy enough to join two points on a sheet of paper and say that it's straight. But if you want to see where that line finishes up if you project it in one direction or another more or less indefinitely, you have a physical problem—you cannot follow it with the point of a pencil indefinitely into space. So, physically, you are in a jam.

What you have to do instead is to shine a light, say the light from a laser, in the appropriate direction. But then you are left with the conclusion that there is no such thing as a straight line in the Euclidean sense, but only the directions followed by pencils of light. And the essence of the General Theory is that the paths followed by pencils of light are determined by the gravitational fields in the regions through which they pass—so much is clearly shown by the way in which light from distant stars is bent by the gravitational field of the sun at eclipse. In short, words like "straight" or "flat" have only local significance and, as it happens, the universe as a whole is not flat at all, but curved, even wrapped in on itself.

All this would be the more easily understood if Einstein's equations were simpler. Unfortunately they have been uncommonly hard to come to grips with and, worse still, they have the awkward mathematical property of being non-linear: if for example you were to make every object in the universe twice as massive, there might be no simple relationship between the shape of the first universe and the second. Indeed, the first might be expanding and the second contracting.

All this is a source of serious tribulation for the particle physicists, yet it is one they cannot hope indefinitely to avoid. Their simplest problem is how most easily to explain why the particles of which the matter we can touch is made have the particular properties they are found to have. On some of the characteristics of ordinary material particles, the physicists have had a considerable success, yet there is very little clue as to why a proton should be roughly 1,840 times more massive than an electron, or why a mu-meson should be in all respects identical with an electron but 200 times as massive.

A deeper question is how the different kinds of forces between particles are related to each other—again in the past few years it has been possible to make headway at describing electrical and nuclear forces within the same framework, but gravitational forces are left out in the cold. If, however, the general view of the universe provided by Einstein is correct, then what matters in any description of the universe is a strictly geometrical account of what space-time is like (whether it is curved or not, and by how much) and from which it should be possible to deduce just what masses are where (and when).

From this it would follow that the existence of an electron, or of a proton, is made necessary by a particular configuration of space-time in the immediate neighbourhood, from which two things follow—that the actual masses of these particles are determined by the large-scale structure of the universe and that it is a great puzzle to know why the masses of particles of the same kind should always (apparently) be the same. On the face of things, it looks as if the pattern of gravitational forces throughout the universe must be in some ways quantized—built up of similar identical elements, just as is the distribution of energy in, say, a field of radiation. But the people who have tried to follow this line of argument have had very little success.

This is why Dr Hawking's work has electrified people in the past five years. What he has been principally concerned with are the circumstances in which there are intense gravitational forces, and in particular with those in which gravitational forces are so strong that the material exposed to them literally collapses under its own weight—the now notorious black holes, for which the astronomers keep looking. On an old-fashioned view of general relativity, the point comes in the collapse of a sufficiently massive star under its own weight that radiation literally cannot escape from it. That is why a black hole is called black—nothing should be visible from the outside.

The novelty of what Hawking has done rests in a calculation of what the gravitational field should be like in the immediate neighbourhood of a black hole. And to everybody's surprise it turns out that it is not a static gravitational field. Instead, there should be a region some distance from the black hole at which energy is being radiated away. This is understandable enough—a collapsing star should keep on collapsing under its own weight—the novelty is that some of the energy thus produced appears outside the radiation confines of the black hole. But it does imply, paradoxically, that a black hole should be recognizable at a distance by means of radiation, albeit radiation produced not by the object itself but by the gravitational distortion of space-time in the immediate neighbourhood.

This is the point at which the connexion with particle physics comes in. The gravitational field of a black hole somehow creates radiation—most probably a mixture of photons, neutrinos and gravitational radiation—and does so out of thin air. This is something the particle physicists are familiar with. If you fire electrons at other charged particles, they are decelerated rapidly, and X-rays are produced as a result. If you fire protons at nuclear matter, pairs of mesons are produced, again apparently out of thin air. And what Hawking predicts for black holes is that sufficiently intense gravitational forces will do the same trick. The excitement, just now, is that this theoretical calculation may be just the trick needed to bring gravitation and electromagnetism together.

News in brief

NatWest invests in youth

The National Westminster Bank is expanding its "Project Respond" scheme—designed to encourage community work in the young—to another five counties, Glamorgan, Kent, Lancashire, Norfolk and Warwickshire. Each county has been allocated £1,000 each in prize money. Schools are asked to devise a scheme to benefit their community. Inquires to Mr H. Gledhill, NatWest, 41 Lothbury, London EC2.

Guide to English degrees

A comparative guide to first degree courses in English at universities in the United Kingdom and Eire, and at some polytechnics and colleges has been updated. It is available from the English Association, 1 Priory Gardens, London W4. Price £3.25 including postage and packing.

Reading degrees

Bulmershe college of higher education in Reading has won CNAA approval for a wide range of new BA courses. These include film and drama studies, organizational behaviour and *rational* development studies.

ILEA impresses America

Standing ovations and enthusiastic reviews greeted ILEA's schools' symphony orchestra on its bicentennial concert tour of the United States last month. The children played before large audiences in New York, Los Angeles, Chicago, San Francisco and Santa Barbara.

Reaching out for scouts

The scouting movement is planning to expand with a new campaign called Scoutreach, which attempts to recruit boys in deprived areas. It is already being tried out in projects among immigrant groups and disadvantaged children in Birmingham, Bradford, Glasgow, Leicester and South London.

Learning to build

The annual list of building courses available in the United Kingdom for 1976-77 has been published by the Institute of Building, Englemere, Kings Ride, Ascot, Berks, price £1.50 to members and £2 to non-members.

Longer in tents

Boys from 13 nations who attended this year's Gordonstoun International Summer School said they would like to climb higher mountains and stay out longer in tents next year. This year they spent two days in camp during a three-week programme of adventure training, English language and training in self reliance.

Courses guide

The National Extension College, Cambridge, have published their *Guide to Courses 1976-77*. The guide is available free from the college, 131 Hills Road, Cambridge CB2 1PD.

Help for others

Britain's 1,500,000 scouts and guides will be putting their energies behind the Queen's Silver Jubilee Appeal. Their theme is "to help young people to help others" and throughout 1977 they will wear approved Silver Jubilee badges on their uniforms.

New research

A four-year teacher education research and development project designed to develop and test ideas and materials for use in postgraduate certificate of education courses has started at the Universities of Nottingham and Leicester. Its aim is to develop training and class management and concept

COURSES

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For those wishing to deepen their understanding of work with young children and to prepare for further responsibility in the field of Nursery Education.

CHILDREN UP TO THIRTEEN (also two years part-time)
For teachers interested in studying the development of young children and the appropriate curricula for this age group.

ONE-YEAR CERTIFICATE IN TEACHING DEAF AND PARTIALLY HEARING CHILDREN
For those already teaching or wishing to teach deaf and partially hearing children.

ONE-YEAR DIPLOMA COURSES (Royal Society of Arts)

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RELIGIOUS EDUCATION (Autumn Term)
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West Germany

Training law finally goes ahead

by David Dungworth

President Walter Scheel's decision to sign the Law to Promote the Provision of Training Places before it had been approved by the Upper House, *Bundesrat* (*TES* September 24), has broken the deadlock over the federal government's plans to reform vocational education. The opposition has been blocking the measure for almost three years through its majority in the Upper House.

The new law, which takes effect retrospectively from September 1, is intended primarily to encourage industry and commerce to provide the 200,000 additional training places which the government estimates will be needed by 1980. It deals with three important aspects of vocational training: statistics, financing and coordination.

At present, information about apprentice training is supplied by a *variety of sources, often on a* voluntary basis. In many cases the data *are incomplete and do not permit* valid comparisons to be made.

In future official records covering all fields of vocational education will be kept by the central government. The statistics will be published in the Vocational Training Report which under the Act the government is required to present annually on March 1.

The report will review the situation regarding the supply of training places and the demand for them and attempt to predict future trends. If it is found that in the previous 12 months supply did not exceed demand by at least 12.5 per cent and there is no likelihood of an improvement in the current year, the financial section of the Act will come into force.

All business undertakings, whether in the public or private sector, which pay out more than DM 100,000 (£23,000) each year in wages and salaries will have to contribute up to 0.25 per cent of their wage bill to a central fund. The levy is expected to bring in about DM 800m a year.

The money will be used to subsidize firms which fill their training places as they become vacant and to make larger payments to those which take on more apprentices than their average over the past three years. The amounts payable will be a proportion of the costs incurred in providing training facilities.

Firms training craft apprentices will derive the greatest *benefit from* the scheme because about 90 per cent of them are *small enough to* be exempt from the levy.

Coordination at national level of the work done by the numerous organizations engaged in apprentice training is to be carried out by the establishment of a Federal Institute for Vocational Education.

It is intended that the institute should help develop a more uniform approach to vocational training by the Bonn and *Länder* governments.

Soviet Union

Interdisciplinary approach advocated

The greatest emphasis *should be* curriculum development should be concentrated in secondary schools, according to workers at the Academy of Pedagogical Sciences, which has as its aim the defining Soviet educational theory.

Dr V. Bespalova and L. Matsiuna, two leading theorists concerned with curriculum design, have stressed that the link between education and culture can best be forged by identifying and using the interdisciplinary connections that exist between, for example, biology, physical geography, chemistry and physics.

The role of intersubject connections is important because, add Soviet psychologists attribute great significance to them for the purpose of the development of pupils' thinking.

United States

Union cedes pay rise for guarantee of jobs

from Michael Binyon

WASHINGTON

The Chicago Board of Education last week ratified an unprecedented *new agreement* with the city's teachers which may well set a new *pattern in collective bargaining.*

For the first time, the teachers' *union agreed not to ask for any pay* rise in return for a guarantee that *no one would be laid off* and the school year would not be curtailed.

The agreement, overwhelmingly ratified by the 30,000 members of *the Chicago Teachers Union* in a secret ballot, had been hailed as a *victory* by teachers increasingly threatened by unemployment at a *time of declining school populations.*

In the past year there has been *a loss of 12,000 pupils from Chicago* schools, leaving a total of 520,000. *During negotiations this summer the* Chicago Board of Education *attempted to cut the city's teaching* force and also to make teachers pay *for the first time for their medical* and dental insurance. The union *successfully fought both proposals.*

Last spring Chicago was forced to *close all its schools for 16 days and* send the teachers home without pay *because the school system ran out* of money. Teachers were hard hit, *and were determined in their subse*quent negotiations to win a guarantee that the board would not allow this to happen again.

The lack of any pay rise during normal incremental times would be surprising in view of the militant of America's largest teachers' unions.

But Chicago teachers have the highest paid in America, with average salaries are $16,000 a year. The Board of Education's $116,000m in debt, it was sensed that a frosh pay jeopardize their jobs.

The City of Chicago, unlike New York, does not have to pay for its teachers. Education has no control over City Hall, being simply one of the boards in the State of Illinois. This means that Chicago's financial difficulties have therefore not affected their New York colleagues. The desperate measures the city administration took to balance the budget. New York schools are suffering heavy cuts, could not afford a similar agreement with its teachers.

Greeks put emphasis on vocational

The Greek Government is proposing to channel one out of every two secondary school graduates towards a technical and vocational education.

A draft law tabled in Parliament would establish technical and vocational schools which would be open to all schoolchildren who, after completing nine years of compulsory schooling, do not wish to continue academic education.

For more specialized courses there would be direct entry, entered by selective examinations. Graduates from the technical schools would be able to apply for entry to the upper technical colleges only after completing a further two years' study.

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France

Poll records growing staff discontent

from Mark Webster

PARIS

An opinion poll among French teachers shows that 67 per cent are unhappy with the educational system. Their views are important politically because of the power of the big teachers' union, the National Education Federation (FEN) which boasts 850,000 members, or 75 per cent of those education staff who belong to a union.

The FEN is composed of 44 smaller unions covering different branches of education and can usually count on a turnout for strikes of around 80 per cent.

M René Haby, the Education Minister, cannot afford to ignore such open discontent even though the poll—published in the weekly magazine *L'Express*—also revealed that 7b per cent of the teachers questioned would enter the same career if they could start again.

Teachers in France, who are generally considered left-wing, have two major complaints—low wages and the changing educational structure.

A qualified teacher can hope to start on 2,880 fr a month (£360), but after 35 years can collect a monthly pay cheque of only 5,645 fr, about the rate of pay of an average civil servant.

There is an elite of secondary school teachers—the Agrégés—who form 13 per cent of teaching staff and who can hope to start on 3,387 fr a month but will still finish their working life on a maximum of 7,094 fr.

More than half (60 per cent) of those interviewed felt that the present system prepared children badly for a job, and all the teachers felt the standard of teaching was going down.

For this they blamed the methods of teacher training, saying exams have not changed in the last 40 years. An Agrégé at one of the best known secondary schools in Paris said: "When I prepared by exams I followed the same programme syllabus as my great-uncle during the thirties. The same authors, Shakespeare and Jane Austen, and the same way of treating them."

Nearly half (49 per cent) thought relations with their union were on the whole positive whereas relations with the Ministry were considered largely negative by 39 per cent.

The government's hope is that national issues will divide the teachers and distract their attention from their own troubles. The recent national *one-day* strike showed signs of internal disorder in the ranks after some of the smaller unions failed to support it on the grounds that they felt their own particular issues were more important.

Holland

TV pre-school experiment

For the first time school television has launched a special monthly magazine colour series for pre-school four to six-year-olds. The programme is being run by Netherlands Educational Television, an organization founded in 1962 as a result of a joint initiative by the education authorities and the various broadcasting corporations.

Ninety-five per cent of this age group are attending kindergartens. Parents of children who stay at home can receive the printed material belonging to the series. These are so-called "play papers" with illustrations of the objects which are being dealt with. Kindergarten leaders also receive a number of game suggestions to extend the subject-matter. To this a gramophone record is added with all the songs used in the series.

Each programme is based on a theme. The first one is entitled "How Are You". The actors present themselves and ask the viewers to say their names. In another part everything connected with a birthday party is shown. Subjects like hot and cold, washing, sounds, distances and parts of the human body will also be dealt with.

Scandinavia

New government calls for return to 'three Rs'

from Mike Duckenfield

STOCKHOLM

Smaller classes and schools, more powers to local authorities and a revision of the comprehensive school curriculum to strengthen teaching of the "three Rs" are among the main points of the new three-party centre-right coalition government's policy programme for the next three years.

The 11-page programme, presented to parliament by the Prime Minister, Mr Thorbjörn Fälldin, also proposes increasing practical and work-oriented school tuition, closer ties between school and working life and giving all youngsters the guarantee of work, vocational training or continued education.

Mr Wikstrom churchman

It is intended to improve job training for the handicapped, *spend more money* fighting alcohol and drug-taking among the young and increase the number of training places for kindergarten and play-school staff.

In line with the proposal made by the Social Democrat leader, Mr Olof Palme, during the election campaign to give parents more time off work to spend with their young children, the new government is to extend paid leave of absence from work from the present seven months to nine by 1979.

Parents will be able to take this time off work either en bloc or in the form of shortened work hours. They will receive 90 per cent of their normal wages. In addition, present parental benefits payable to those looking after their sick children will be extended to take in time off work when children first start school.

The new assistant Education Minister in charge of schools and teacher training is Mrs Brita Mogård, aged 53, one of the Cabinet's six Conservatives. An Uppsala university graduate, she was a secondary school teacher before entering parliament in 1969.

The new Education Minister, in charge of post-school education and cultural affairs, is Mr Jan-Erik Wikström, aged 44, one of the Cabinet's five Liberals. A graduate of Gothenburg University and a strong churchman, he believes that contraceptives should be kept away from children, a view which conflicts sharply with present school sex education policy.

The education and welfare of under-sevens will be the responsibility of the new Social Affairs Minister, Mr Rune Gustavsson, aged 56. He is one of eight Centre party Cabinet members.

In neighbouring Finland education policies are likely to be largely unaffected by the creation of the country's fifty-ninth government in as many years since independence.

The new three-party centrist coalition under Prime Minister, Mr Martti Miettunen, includes his Centre Party, the Liberals and Swedish Peoples Party. With the exclusion of the Social Democrats and Communists, this is the same as the Popular Front coalition which collapsed last month over budget disagreements.

The new Education Minister is Mrs Marjatta Väänänen, aged 53, a vice-chairman of the Centre, Party. No assistant minister has been appointed.

Mrs Väänänen, who holds an MA from Helsinki University and is a former journalist, previously held the job of assistant education minister in charge of culture in the three-year Social Democrat-dominated coalition from 1972-75.

A highly controversial minister due to her views on "leftist" influence in cultural affairs, she was dropped from the Cabinet after the 1975 election in favour of Mr Paavo Väyrynen, a younger radical member of her party. He is the new Minister of Labour.

Mr Miettunen, who led the coalition which resigned last month, is embarking on his third government. Both the previous two failed to last a year and, with only 58 out of parliament's 200 seats, the present one is mainly regarded as a stop-gap until the Social Democrats can be persuaded to share power again.

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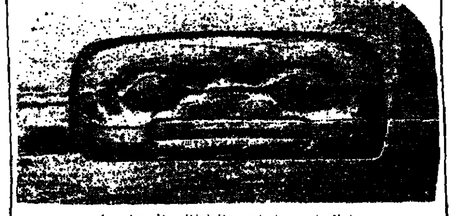

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What Helen did at school

Sir,—Mr Anderson's letter (October 8) about his daughter's life at my school is such a travesty as barely to merit a reply. On the other hand, mindful of the eager public interest in educational change, I must refute such an intemperate set of observations, and in no way defensively.

The Andersons left this area as long ago as the spring of 1972 whereas Jonnathan Croall's report was this summer, 1976. Helen had but six months with us before the family moved to Nottingham. There is a certain arrogance in criticism over such time and distance. Though a Victorian foundation, we are not so Dickensian as to achieve in so short a time the depredations he alleges. Helen came to us with an impressive academic competence entirely mechanical in quality. When she left us her written work had begun to blossom to a level of expression that merited representation in our annual anthology. Her mathematics may well have rusted, but let me quote from an early chat I had with her about the work she claimed to have done.

"Helen, why do you put the nought there like that?" "Because you have to." "But why?" "Because you do it that way." "But why do you do it?" "Because it won't work if you don't." "But why won't it work?" "Because you'll get the wrong answer." "But why?" "Because Miss C said so." We do not believe in that degree of rote learning. Learning that needs constant revision is suspect learning.

Helen was given an individual mathematics programme that challenged her intellectual powers. It may have worried her that there was this other side to mathematics. I have noticed how children prefer the zombie-like pages of sums, especially if they can do them, and how girls especially dislike a switch to thinking mathematics. But it is better they switch at primary age than full foul of the greater demands of secondary mathematics.

Helen seemed more worried by the tension she must have suspected, indeed felt, in discussions her parents had with me. But at school she remained lively, cheerful and interested in most of what went on, especially the art and craft. We have some of her work still. It shows a refreshing natural freedom of expression she had not previously seemed to enjoy. She was delighted to participate in our minibus visits to places of interest, as confirmed one day by her mother, quite late in her spell with us as I delivered Helen home.

I cannot accept the allegations her father makes and it is an outright lie to state that only art and craft took place. Art and craft had only their proper share of overall time. Mr Anderson may care to reflect upon the recent Maud Report on the arts which asserted that art should be integral to the curriculum and in effect the fourth "R". Oxfordshire has been doing this for years. Lewknor followed.

The truth is that other children, including contemporaries of Helen, have had the equivalent of eight to ten times what Helen received. Incredibly they have survived, and with quite contrary characteristics to those alleged for Helen. We were very sad to see her go. She was a delightful child. As Eysenck showed, such children can thrive on informal teaching methods, though the lack of parental commitment would be a handicap. As Jonathan Croall observed, other parents have been more trustful and supportive, despite their natural anxieties. At the time Mr Anderson was involved in the Army education service, no doubt heavily imbued with [illegible] of adult education, [illegible] would be upon the value [illegible] his own educational success [illegible] cause other teachers [illegible] world of children [illegible] natural needs and problems [illegible] in learning as to reject the [illegible] ties and inadequacies of [illegible] patterns and not to desert [illegible] tion begging but pursue a [illegible] native path with courage [illegible] tion and dedication, to [illegible] impugn their competence [illegible] grity with catchwords [illegible] tory," "guinea pigs" and [illegible] ment".

MERVYN BENFORD,
Head Teacher,
Lewknor School,
Oxford.

Sir,—With reference to [illegible] (October 8) from L[illegible] have made visits to Leeds during the past three [illegible] groups of teachers on [illegible] courses. Like Mr [illegible] gained an impression of [illegible] art and craft activity [illegible] became aware of children [illegible] purposefully on basic [illegible] subsequent discussion [illegible] dents confirmed that [illegible] noticed the same behav[illegible] teacher especially [illegible] work which went on in [illegible] ment of language skills.

On questioning [illegible] they had paused for [illegible] finished), it became clear [illegible] teachers had given them [illegible] basic work, and the [illegible] that this work had to be [illegible]

The atmosphere in [illegible] must have taken [illegible] achieve, but I would [illegible] that the school had [illegible] experimental stage.

GEOFFREY WALKER,
King Alfred's College,
Winchester.

Those who don't finish

Sir,—I was struck by the link between two remarks of the new Secretary of State for Education reported in her address to the Societies' Education Association (which I understand is not concerned solely with the desirable aim of educating socialists). She asked for more public discussion of educational planning with disclosure of documents and she said she was concerned about a recent significant increase in the dropout rate of first-year students in education. I have myself why the information [illegible] into the DES on dropout [illegible] rates is never published.

Moreover, as it happens, [illegible] university we have had very [illegible] yours a decline in the drop[illegible] it would certainly [illegible] good to know more [illegible] grounds for Mrs Williams's [illegible]

H. E. REES,
Reading University.

. . . and those who shouldn't

Sir,—A pupil of this school, who left last term and did not proceed to Sandhurst, as our pupils normally do, has just received offers of places to read physics at a number of different polytechnics, one of which he has accepted.

This boy obtained a Grade F in his A level mathematics, so I am afraid we confidently predicted he would, and a few months before this he had also failed O level additional mathematics. It was no certain or anything could be that he had no ability to cope with a mathematical subject or degree level and I felt it necessary to state this very clearly on the reference for him.

There seem to be no outcomes. He may pass [illegible] in which case it would [illegible] train to us that both [illegible] meaning of the word [illegible] been degraded beyond [illegible] recision.

He may fail the [illegible] after one year or after [illegible] In other case a [illegible] amount of public money [illegible] been wasted and [illegible] one year of the boy's [illegible]

M. J. MALONEY,
Headmaster,
Welbeck College, Worksop.

Why don't they learn grammar any more?

"New exam to beat 'language crisis'" (*TES*, October 1) reporting the conference organized by the University of Sussex and the Centre for Information on Language Teaching.

I am interested in the call for more research into the best ways of teaching languages. My interest is centred upon the often debated question of the effect of the methodology employed today in the teaching of English.

Two recent examples spring to mind when dealing with the passive with my fifth year German group, I was asked: "Sir, why don't we learn about any of those things in English?" Only this week, when the subjunctive put in an appearance, none of this same group, with the exception of the one girl studying Latin, had ever heard of it.

As head of languages, I am particularly concerned with how and what is taught throughout the lower school. In this constructive fourth year choices may be made, in the hope that the results, especially at O level, will reflect the diligence and effort made over the previous years. Disappointingly, the results have not reflected these qualities.

Simple grammatical errors appear to be the most common failing in the work I mark, so I can only assume that these are the major cause. German requires accurate, logical constructions, but these appear to be beyond the reach of [illegible] pupils. [illegible] of structure, so that for the majority it is not that a verb, such as *gehen*, requires both a direct and an indirect object, but that a fact that is known but unused.

I find I do not have the time to teach English and a foreign language in the time available. I am not yet convinced that by changing the examination structure, this will improve the standard. I do, however, believe that if English were understood in broad grammatical terms the gross errors encountered in foreign languages would be dramatically reduced.

DAVID C. WALKER,
Head of Languages,
Middle School,
North Tyneside.

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Leading from behind

Sir,—The Schools Council's recent announcement of an Industry Project (*TES*, October 1) appears to confirm its growing reputation for being in the rearguard of curriculum development.

Three years ago the council flatly refused to support to the tune of £20,000 or so a local initiative in the West Midlands designed to provide exactly the kind of educational experiences to which it now gives top priority with a backing of more than ten times that sum.

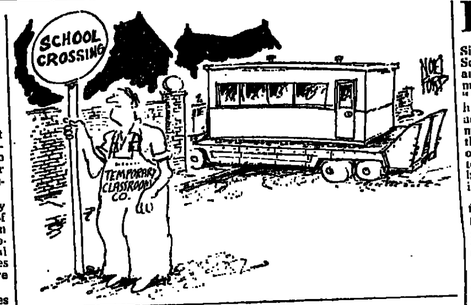
There are, of course, differences between the projects. The West Midlands Understanding Industrial Society Project was independently managed and had no demands on it to produce materials which were "authentic" in the eyes of the CBI, the TUC or any other special interest group.

The council's own project will be, we learn, with "an initial period of diagnosis". It may be unkind to read into this phrase an admission that it has only the vaguest idea about what it is going to do with its (or rather, our) £250,000. But some acquaintance with what has happened in other council projects suggests that the thought is not entirely cynical. (If what is needed is a diagnosis, why not spend £10,000 or so on that, and then judge whether any positive proposal merits the input of £250,000?)

Though the scale of what could be attempted was curtailed by lack of council support, Understanding Industrial Society, has, on a budget of £800 a year from the Warwickshire LEA, and with the voluntary help of teachers, local employers and university staff, completed its trials and published texts, teachers' guides, films and audio cassettes. It is now being widely and enthusiastically adopted in this country and as far afield as Australia. Of course, those who can afford to wait until 1980, may prefer the council's scheme.

To quote your report: "Many people involved see it (the council's project) as a test of the council's expertise and usefulness."

J. A. REID,
Coordinator,
Schools Understanding Industrial Society Project,
Birmingham University.



Making HE institute work

Sir,—As a member of the staff of one of the colleges in the Gloucestershire Institute of Higher Education, I feel that the article on the Institute in your issue of October 1 creates a misleading impression of the local situation.

Your reporter says, for example, "Nobody pretends there will be any movement of students between colleges". Yet the three colleges of education are already running courses involving considerable amounts of movement between colleges by both students and staff.

In view of the fact that there had been at all stages in the planning of the Institute frequent contact with the DES, from which it had been understood that the institute plan was acceptable, the minister's letter of May was certainly unexpected but it has provided a stimulus to further joint action. Had there been the hesitation and doubt implied by your reporter, it would have been easy to use the minister's letter as a reason for shelving the plan. But this was not done. Instead the six colleges and the l.e.a. made further representations to the minister and, as your reporter admits, a full-time director has been appointed, while committees continue to develop the new institute structures.

We are building a new and unique organization which seeks to combine the resources of the six colleges while preserving some of the advantages of the smaller units. Of course, the creation of such a body out of the six separate and different colleges is a challenging task, and it will not be completed overnight. But there are many members of staff, both at my own college, and in the other five, who are determined to make the institute work.

JOHN R. HOWE,
St Mary's College,
The Park,
Cheltenham.

Crossed line

Sir,—Your headline (October 1) announced that the Secretary of State had said that secrecy in the DES should end. A member of the public wanting to telephone the Sheffield office to inquire whether the message had got through might have problems: the number is ex-directory.

A. W. BARLEY,
12 Chalfonts,
Dringhouses,
York.

Power to playgroups

Sir,—As a member of the Pre-School Playgroups Association, I was amazed to read Betty Perry's statement (October 8) that it is a "highly structured, professional hierarchy of national and local advisers . . . the professional pyramid insists the information goes to the apex, then to the second layer, then to the third, and so on down to playgroup leaders." This is PPA being stood fairly and squarely on its head.

Playgroups join PPA of their own free will, and continue to be completely autonomous. The local unit, the PPA branch, is controlled by its member playgroups, the county association by its member branches, the region by its member counties. At the "apex" it is controlled entirely by the membership. The national executive is a servant, not a master.

Less than 20 field staff are employed nationally, to coordinate the massive amount of voluntary work done by the area organizers and the committees of more than 350 branches.

If it is true that PPA has succeeded in getting a public image which is amateur, outgoing, confident, and modern, this is because the image has been created not by those at the apex but by thousands of articulate and enthusiastic members up and down the country. It is not true, as Betty Perry states, that nationally the association feels itself to be in competition with nursery schools. Members locally sometimes feel this, and in a totally non-hierarchic, non-professional organization are quite at liberty to say so.

Members of PPA are drawn together by a common concern for young children, for their parents, and for the acceptance of childhood as a state to be enjoyed for its own sake, not merely as a stepping stone to the next stage. In working together for this we have rediscovered the joys and satisfactions, the hazards and the problems of so many pioneer movements of the past. Not the least of these is being misrepresented and misunderstood, because of our diverse and changing nature. Like Betty Perry, we should welcome more research into what we do, what we say we do, and what actually happens.

MARGARET HANTON,
8 Gilkes Crescent,
Dulwich Village,
London SE21.

Colleges must help jobless

Sir,—The recent correspondence in your columns has expressed the deep concern of unemployed young teachers which is shared by those of us who admitted them in good faith to courses of training three and four years ago.

Whatever the rights and wrongs of the situation we clearly have a responsibility to give them our support. I read recently that another college had assisted 70 per cent of its graduates to find employment as teachers or in related jobs. It may well be that such results are more general as 55 per cent of our newly qualified students have obtained teaching posts and a further 10 per cent have found jobs related to teaching.

There is no cause for complacency in these figures. We must offer more than sympathy, and the experience we have gained this year should enable us to identify more opportunities whereby newly gained teaching qualifications can be used.

D. R. SHADBOLT,
Principal,
Northumberland College of Education.

Some more equal than others

Sir,—The enquiry being made into the number of grammar school places being offered to girls in Tameside ought to be widened to investigate injustices to boys elsewhere.

Most authorities provide an equal number of places to boys and girls in grammar schools and where there are single sex schools no difficulty occurs. If, however, they are coeducational it is now not possible to allocate places to boys and girls in equal numbers. It has been well known for years (and supported by research) that girls mature at a faster rate than boys in the nine to 13 age range and consequently obtain higher scores in selection tests. The result will be that more girls than boys will obtain places in coed grammar schools than boys. Was this the intention of the Sex Discrimination Act?

What, we may ask, does equal opportunity mean? And why should coeducational schools (which still account for about 100) be less equal than single sex schools, particularly when they satisfy more fully the true spirit of the Act? Where, except in coeducational schools, can boys find full facilities and the opportunity to choose cookery or girls to take metalwork?

It is all quite mad. Is it too late for anything to be done about this, or have we to wait until selection is finally ended? In the meantime a significant number of boys are to have less than an equal opportunity simply because of their later physical and mental development.

I. W. R. TURNER,
Headmaster,
Alcester Grammar School,
Warwickshire.

Tory support for ILEA

Sir,—Your article by John Gretton and Mark Jackson (October 15) may have given a wrong impression of my views on the future of ILEA. Incidentally, I am not Mr Cutler's deputy on the GLC: a position currently held by Mr Brown.

My views on this matter are as follows: ILEA cannot efficiently and economically administer from County Hall some 200 schools. The Tory aim is to decentralize this administration in such a way as to secure effective local control over manageable groups of schools. The question is whether this is best achieved by a simple act of surgery, that is by another major reorganization of London local government, or by a process of evolvement based on the existing divisional structure within ILEA. For a number of reasons (including a doubt as to whether central government would consider the matter a legislative priority in a time of national crisis) I favour at present the latter course of action, but if central government should favour major reorganization I would not be opposed to that. Meanwhile all efforts must be devoted to improving standards of basic education, discipline and attendance in the schools and in this the Conservative Party in County Hall is, I believe, having significant influence.

ROBERT VIGARS,
Leader of the Opposition,
ILEA.

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COURSES

CHELMER
Institute of Higher Education

University of London Diploma in Education

with Special Reference to

Environmental Studies

This one-year full-time In-Service Course studies the implications of Environmental Studies in relation to the education of children in the 9 to 13 age range.

The course is designed to provide knowledge and understanding of the environment and of the processes affecting it. Fieldwork in a variety of environments will play an important part.

Teachers working in multicultural situations would find the course valuable. Further information and application forms for September, 1977, which should be completed immediately, are obtainable from: The Secretary (In-Service), Faculty of Education, Arts and Humanities, Chelmer Institute of Higher Education, Sawyers Hall Lane, Brentwood, Essex CM15 9BT. Telephone Brentwood (0277) 216971.

Brentwood College — Essex

GRADUATE CERTIFICATE IN EDUCATION
(University of London)

Home Economics Teachers— Autumn 1977

The Polytechnic in conjunction with the Institute of Education offers a one-year course for Economics and Education for the Graduate Certificate in Education. Lectures, and the practice of Home Economics are held at the site given below.

Further particulars from the Secretary (reference 996), Polytechnic of the South Bank, 56 North Side, Clapham Common, London SW4 9RZ.

POLYTECHNIC OF THE SOUTH BANK — PSB

KESWICK HALL, NORWICH

ADVANCED DIPLOMA IN THE EDUCATION OF CHILDREN WITH LEARNING DIFFICULTIES

In 1977-78 the College will again provide this one-year full-time course, leading to the award of the Advanced Diploma of the Cambridge Institute of Education. Applicants should be serving teachers with at least three years' experience. In addition to the study of the psychology of children with learning difficulties and of appropriate aspects of the curriculum, students have the opportunity to work on individual interests. Examination is by periodic assessment and presentation of a dissertation.

Information and application details may be obtained from the Senior Admissions Secretary, Keswick Hall, Norwich, Norfolk, NR4 6TL.

UNIVERSITY OF SOUTHAMPTON—DEPARTMENT OF EDUCATION

Courses of Advanced Study, 1977-78

Applications are invited for the following one-year, full-time courses beginning in September, 1977:

M.A.(Ed.) — Curriculum Studies; Educational Research and Innovation

M.So.(Ed.) — Biological Education; Chemical Education; Geographical Education; Physics Education

Diploma — The Education of Educationally Subnormal Children

M.Sc.(Ed.) courses are offered jointly with the appropriate science departments.

Sport

Cliff Morgan at the launch.

Boost for PE–and fitne

by Stanley Levenson

A campaign to promote greater understanding among fifth and sixth formers of the link between physical education and health has been launched by Mr Cliff Morgan, BBC TV Head of Outside Broadcasts on behalf of the Physical Education Association. At the end of the academic year there will be prizes for pupils, teachers and schools.

Under the slogan "Tomorrow's People" the PEA describes it as "a national exercise to discover the effectiveness of current efforts in providing pupils, during their last couple of years at school, with a stronger understanding of physical education and its contribution to total health in adult life".

The campaign has the support of the main teachers' organizations and the financial backing of National Westminster Bank.

The PEA is asking physical educationists and others connected with health to submit syllabuses which would enable senior students to undertand better the physical-health link.

Fifth and sixth formers are invited to write about the value of PE's contribution to the st... health as a whole.

Four schools with the b... grammes (the PEA ... word competition) will be ... £200 each; six teachers ... most satisfactory syllabuses ... £50 each plus a free ... Alpine ski course.

Six boys or girls with ... essays will get £30 plus a ... the Soviet Union.

Mr Morgan, one of the ... Welsh and world rugby ... all time, pointed out ... had helped him to fight ... recover from a stroke.

He said physical educa... subject was often scorned ... needed to have pride ... without apology.

Mr John Evans, of Lo... technic, the PEA 'presti... startling information ... position in West Germany ... regarded as having a fit ... After a new law that ... ing work should undergo ... examination, 80 per ... shown to be unfit and ... needed medical attention.

Carolyn vaults to victory at Crystal Palace

Carolyn Illingsworth, a 15-year-old from Dukinfield, Cheshire, was top scorer at the inaugural Lilie-White gymnastics championships for girls at Crystal Palace. Carolyn, who goes to Astley Grammar School, was given 9.25 points for her vaulting, well ahead of the runner-up.

Only two other girls managed nine points—Karen Forbes, 15, of Macclesfield County High School, in winning the beam, and Karen Robb, 15, of Colne Valley High School, Huddersfield, victor in the floor exercises.

Lisa Jackman (Blackfen School, Sidcup, Kent) who had beaten both Karen Robb and Carolyn Illingsworth earlier this year to win a scholarship to Moscow, had to be content with a lesser prize this time. She came third on the asymmetric bars, 0.15 points behind the winner, Susanne Dando (Catford County School, London).

This was the first ever ... ship in Britain for one ... only. Usually gymnasts ... tackle the full range ... events. The idea behind ... give young gymnasts ... to shine in an event of ...

Most of the 48 girls ... Palace have already ... representative honours ... and are on the verge of ... national squad. All were ... qualifying round of the ...

People

Mr Gervas Walker, chairman of Avon County Council, is to be the new chairman of the policy committee of the Association of County Councils.

Schools

Mr Michael Samuels, deputy principal of Tylehurst School, is to be the new head teacher of ILEA's Enborne Lodge special school in Wash Common, Berkshire.

Mr Desmond Kettle, deputy principal of Hethersett Centre, Reigate, Surrey, is be the new head teacher of New River School for the partially sighted in Stoke Newington from January 1, 1977.

Mr Paul Briten, deputy head of St Mary's and Peter's primary school, Teddington, is to be the new head of St Stephen's CofE school, Twickenham.

Mr Lawrence Green, head of Queen's Manor School, is to be the new head of Birmingham school, in Wandsworth from January 1, 1977.

Mrs Margaret Ludwig, deputy head of Elizabeth Lansbury nursery school, Poplar, is to be the head in the New Year.

Universities

Mr Zbynek Zeman, an expert on East-West relations, is to be professor of central and south-east European studies at Lancaster University.

Mr D. M. Blow, lecturer in crystallography, to the chair of biophysics at Imperial College, London.

Professor T. W. Duchen, professor of experimental neuropathology at the Institute of Psychiatry, to the chair of neuropathology at the Institute of Neurology.

Mr J. E. S. Fawcett, president of the European Commission on Human Rights, to the chair of international law at King's College, London.

Ms H. Rosen, reader at the Institute of Education, London University, to the chair of English teaching.

Mr Donald Witherington, senior lecturer in Scottish history at Aberdeen university, is to be school liaison officer.

Professor J. Hellge Hardaw, visiting professor of chemistry at the University of Massachusetts, United States, is to take up a Royal Society research professorship at the University College of Wales, Aberystwyth from March, 1977.

Professor G. W. Kenner, professor of organic chemistry at Liverpool University, will be taking up a ...

COURSES

SOUTH GLAMORGAN
INSTITUTE OF HIGHER EDUCATION

FACULTY OF EDUCATION
POSTGRADUATE SCHOOL OF ART EDUCATION

The following courses of Higher Degree and Advanced Study in Art and Design Education are offered for teachers, lecturers in Art and Design for the academic year 1977-78.

(I) M.ED. (Art Education)

(II) Advanced Diploma in Curriculum Development

(III) B.ED. (Honours) Art/Design Practice, Curriculum Study

Applications for these courses are recommended at earliest possible date.

Further information and application forms obtainable from Head of Post Graduate School of Art Education, Museum Gardens, Cardiff CF2 1SP. Tel. Cardiff 44761.

UNIVERSITY OF BIRMINGHAM

BPhil (EDUCATION) DEGREE in ENGLISH or MATHEMATICS or SCIENCE 1977-78

One-year full-time course for experienced teachers with, or without, a first degree. Details from W. ...

ILLICH AND FREIRE

Is education an agent of repression or liberation? A. H. Halsey discusses the contrasting theories of education and society held by Ivan Illich, the guru of "deschooling", and Paulo Freire, the Brazilian advocate of education as a force for liberation in the Third World.

Also

Whatever became of Shirley Williams' notorious "3 points" for saving money in universities? Mary Warnock on the achievement of the late Professor Gilbert Ryle.

THE TIMES HIGHER EDUCATION SUPPLEMENT

20/21

Corporal punishment/Edwardian schooling

22 Early Music	**23** Information Book Awards	**24/30** Books: environment; religion; information books	**31/32** Resources: history; arts	**41** Talkback: television; CEE

Not a great deal

Tony Howarth on
the sacrifices parents make to give their children
some pre-school
education, where the state offers them none

Although it doesn't loom as large as it used to do in the Labour Party's list of good things to do, the abolition of private education can still stir many pious socialist hearts. As a fairly good socialist, I teach (or rather assist) sometimes four morning a week) in a private institution (Lucy's playgroup in Polstead Road, Oxford).

Lucy is nearly four and likes Polstead Road. She likes painting and playing with dough and doing jigsaws and head-first down the slide and the sand in the yard and storytime. But best of all she likes Sophie, Sarah, Catherine, Juliet, Julian and George (he's the one who won't let her to say "Stuff your knickers in your Biggles book"—I'm told his big brother, Paul, is strong on W. E. Johns).

I'm not a lot of use—twelve years as a teacher in bilaterals and comps is no preparation for making egg boxes into something else, or seeing in milk-bottle tops, bits of wool, used Fairy Liquid containers and the cardboard insides of lavatory rolls what the trade calls "resources". I can't sing, dance, draw, paint, act, or cut out little rows of men from a piece of paper; I can't model clay, and I can't think of much to do with water except maybe wash in it. Sand is getting on in the sunshine.

There are also some "educational toys" that frighten the life out of me—I think they're something to do with "number". And there's stacks of Lego—the attraction of which entirely escapes me—and a model railway track with an engine they won't let me get my hands on and plenty of books about owls and horses and lions and elephants who behave impeccably moral and uplifting ways.

I used to stand about waiting to be given my own educational command, like director of studies or officer i/c curriculum development. But nowadays Helen (the supervisor) sends me outside to be the ice-linger of the Yard, sorting out who has the only operational trike, who's to wear the fireman's helmet, who bit whom first, and who looks like he/she wants a wee.

Once I got them all lined up to jump through a hoop (literally) but then they didn't want to do anything else so I had to stand holding the bloody hoop for what seemed hours. Curiously obsessive, these little children—love to go on doing the same thing over and over again when they should be trying new learning experiences in a stimulus situation.

Well, on Wednesday afternoons Lucy goes to her dancing class in a church hall in the Woodstock Road. Loves it. Mrs Bingy makes with the ivories. Hero we go round the mulberry bush", and before you can say "puffs' football" they're all skipping around the room being fairies. They kick off at 3 o'clock: at 3.45 the mums return, a fleet of determined ladies in Volvos and Peugeots, collecting Sarah from pre-prep and depositing Robin at the piano teacher's before picking up Simon from the Dragon.

They must be knackered by 5 o'clock, but they look exactly the same at 3 next Wednesday—irresistible, indefatigable, inflexible: ships of the line, armoured and dressed overall. What talk there is, and there's not a lot of lip, is about children. They're what you might call child oriented, but I don't think they'd pay you much attention if you did.

Janet and I don't spend a lot on Lucy's education—40p a morning and 50p for Wednesday afternoon. But the cost of pre-school education can be steep, especially if the children attend mornings and afternoons. In some establishments fees can reach more than £100 a term, not accounting for extras like uniform and lunches. So some parents we know shell out a lot on their small kids, and some of them pay till it hurts—and smile while they're in pain. One has to assume they get a return on their outlay—and if Lucy and her friends are anything to go by, the assumption seems proven.

It is, of course, all voluntary—and I don't mean just the attendance. I mean the time, the ingenuity and the money which I see parents (and particularly the mums) devoting to the care of their own and other people's offspring. Here in Oxford, as in most other places, it has to be voluntary.

Out of a total education budget of £57m Oxfordshire County Council spends less than a third of £1m on nursery education, a proportion so piffling as to be not worth working out. The council's social services department makes a grant of £11,000 to the county's 250 PPA groups, and the education department grants them nothing. And that means, as it has always meant to all but the dimmest students of the history of education, that the kids whose parents can't or won't make shift to help them get either a raw deal or no deal at all.

Now I am not leading up to a plea for public money to be spent on Lucy's pre-school education. We are lucky enough to be able to afford it, and in any case there are no longer good reasons—moral, political or social—to call for vast new blanket outlays of expenditure on undifferentiated categories of people, be they very old, very young, infirm or illiterate.

We really do have to rediscover the virtue of distinguishing between the needy and those who can help themselves and their children, and we also need to school our masters in the art of spending our money and using our capital wisely. Which brings me back to Oxfordshire County Council.

After Oxfordshire (like most other authorities) abandoned the expansion of its nursery programme it set up a working party to examine the possibility of alternative provision for the under-fives. One result was the recommendation, approved by the education committee, to allow playgroups to use vacant premises in the authority's schools—provided the heads of schools agreed.

Naturally (what a disual word to use in this context) the majority of heads did not agree, raising the bogies of dilution of the profession and unqualified personnel being paid for work on school premises while qualified (whatever that means) teachers were out of work. If the committee's recommendation was tendentious, the heads' response was discreditable.

And, as usual, the people in most need are going to lose out—in this case the children in those playgroups that find it hard to raise even the rent for premises, let alone money for the odd pot of paint.

So, we end up with three categories—the Lucys whose parents can and will afford what it takes; the kids whose parents can barely manage to afford it and who may have to suffer from a convenient political fiction that schools are the private fiefs of headteachers; and the majority of children—who get nothing.

Which brings me, in a roundabout way, to Maurice Peston, who was being snide in the *TES* (October 1) about high bureaucracy and his own and their children to private schools. He thinks the private element in education a blot on an otherwise agreeable and fairly promising landscape. Yet for all his erudition and scope, Yet for all his erudition and scope, experience of high policy, he seems to have passed over a very simple, and in his own way attractive, article of faith of the English middle classes (whether they are socialist or Tory, manager or teacher, doctor or civil servant—they draw the line at sacrificing their children to the gods; they don't, as reasonable men should, if the gods are real; they see no virtue whatever in the way Abraham planned Isaac's future.

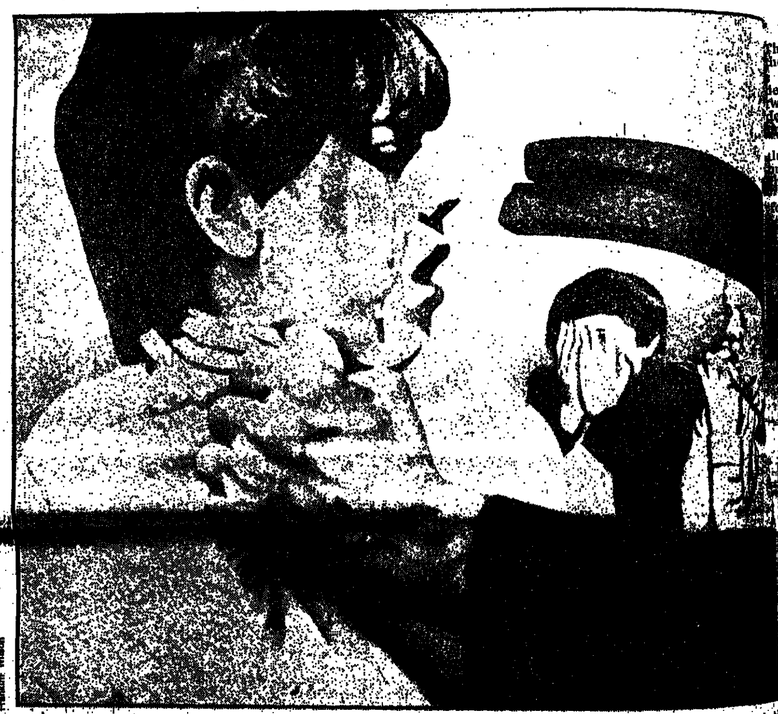
They want to do what is best for their children—even if they may be mistaken in their definition of what is good. They see quite clearly that the offerings of the playgroups (and, what happens in a playgroup is as much private education as what happens at Eton) and pre-prep schools are good—because they are something—and that the offerings of the state are bad—because they are virtually nothing.

They may be criticized for not caring overmuch about the children of the poor, for lacking fashionable compassion for the deprived. But which of the policy-makers in the Labour Party (and I would not exclude Professor Peston from that company) can point the finger—even the indecent haste with which they jettisoned the nursery expansion programme?

Time for school—but are these in most need of pre-schooling being left?

Conduct unbecoming?

The European Commission on Human Rights is now investigating the case of a seven-year-old boy in Lanarkshire, whose parents have failed to obtain a guarantee that he will not receive corporal punishment at school. Using evidence gathered by the Scottish Council for Civil Liberties, Lois Aitkenhead finds that, contrary to the teachers' agreed code of practice, the 'tawse' is still widely used in Scottish primary schools



Drawing by Sheila Wilson

In 1974 Mr and Mrs "Scotland"* sent their eldest son, aged five, to school in Lanarkshire, Scotland. They made careful inquiries to make sure they knew what changes might have been made in the education department's policy on punishment. They were told that, as in their own school days, when their son was late for school, if he was lazy or inattentive, if he spoke during class or in corridor queues, he would receive the most common of punishments—strikes on his palm from a leather belt.

This leather belt is called the tawse. It comes in various weights, from heavy to light (and a miniature for children to "play schools"). Two feet in length, three-eighths of an inch thick, it is designed with a split at one end of six to eight inches. The heaviest tawse is four times the weight of a riding crop, and certain manufacturers will provide, free of charge, instructions for the infliction of the maximum pain.

The prospect of this physical punishment on their son was abhorrent to Mr and Mrs Scotland, and they asked further questions. They learnt that Britain and Ireland were the only countries in Europe which had not sought alternative means of discipline in their schools and abolished corporal punishment by law. They had also heard mention of a code of conduct—apparently a document for teachers published by the Scottish education department as an interim step towards abolition of corporal punishment. [illegible]

[illegible] to the director of education for Lanarkshire as early as 1972, inquiring about such a code. After many letters which went unanswered they received a reply from the director, who asked what interest they had in such information, and why they thought such a document exited. Two years later, they were still trying to get a copy from the l.e.a. In 1974 they wrote to their MP, Judith Hart, who sent them a copy by return.

This document was first published in February 1968 by the Scottish Liaison Committee on Educational Matters (on which all the teacher unions were represented), and was entitled *A statement of principles and code of practice for the elimination of corporal punishment in schools*.

By the time they were able to read the code it was clear to Mr and Mrs Scotland that its rules were being contravened in their son's school, and in every other school they contrived about. In an attempt, therefore, to ensure that their son would not receive the toll, not witness another child being so punished, these parents asked for a written guarantee to this effect from their l.e.a.

This guarantee has not been obtained, despite efforts made by Mr and Mrs Scotland through all the channels open to them. They have been told by the director of education for Strathclyde Region that their child "cannot be made an exception", and that "schools must [illegible] Commission on Human Rights [illegible] is a signatory to the Convention for the Protection of Human Rights and Fundamental Freedoms, which states in article three: "No one shall be subjected to torture or to inhuman or degrading treatment or punishment".

It is under this article, and that which states parents' right to have their child educated in line with their educational and religious philosophy, that the commission has accepted their case. Now a rapporteur has been appointed to investigate the case, and if the commission rules in favour of Mr and Mrs Scotland the case will be heard before the European court in Strasbourg.

The evidence which will be examined by the commission has been collected by Mr and Mrs Scotland with the help of the Scottish Council for Civil Liberties, and the records of such bodies as CASE and STOPP. The bulk of this evidence reveals the extent to which the code of practice—accepted as policy by the Strathclyde regional authority, which has responsibility for over half the Scottish school population—is being contravened. This code is given to every teacher at the time of contract and is, in theory, accepted as a condition of employment.

The code recommends that its measures are taken as interim steps towards a complete abolition of corporal punishment and that, until then, the punishment should be considered a last resort. More specifically, it rules that the belt should not be inflicted on a pupil suffering from [illegible] physical [illegible] even [illegible] to be due not to lack of ability or any other kind of handicap, but to inattention, carelessness or laziness. It should not be used in infant classes or for lateness or truancy.

In presenting their evidence to the Peck committee last year, SCCL made the point that problems of discipline and truancy are symptomatic of difficulties which have social and political causes, and that it is vital that we all give our attention to the causes rather than the symptoms. One of the most worrying examples of a social cause of human rights is in our schools where children are subjected to physical punishment and their parents are denied the opportunity to express their disapproval, or file a complaint to an objective body.

The SCCL evidence showed that there could be no doubt that every one of the rules in the code of practice had been breached since its publication; that no teacher had been reprimanded or charged with a breach of contract; and that there was no indication that the frequency of transgression was on the decline. On the contrary, to quote from one l.e.a. (where voluntary acceptance towards elimination had been given), the 1974 punishment registers for primary schools in Edinburgh showed there had been 30,000 instances of corporal punishment in that year alone.

Strathclyde do not have punishment registers, on the grounds that "they would not be correctly maintained . . . ." However, the SCCL has numerous punishment cases on file and several where the parents (and child) have had the courage to stand up against the authority of the school, and thus have their position made public.

There is, for example, 11-year-old Hilary Coben, who was suspended from Govanhill school after refusing the tawse as punishment for forgetting her knitting. An official of the education department said: "A child cannot decide when and where she should accept punishment."

The prospect of forgetting some article of clothing or equipment is indeed a fearful one. Most teachers, and parents, are familiar with the tearful child who cannot bear to face, say, the physical education teacher who has stipulated that children totally one consequence for forgetting her towel, or any one of the dozen requirements for "physical education periods"—that is the belt.

A first year secondary school [illegible] a commonplace geography [illegible] begins with notes taken from the [illegible] board, entitled "rules for the [illegible] The first rule applies to the [illegible] bring junior (ruler or pencil) [illegible] lesson. The punishments are [illegible] The only punishment which is [illegible] Inflicted is the one the boy or [illegible] could be "left unwritten".

David MacLean, aged [illegible] trousers removed and was beaten [illegible] teacher—not [illegible] his own sandshoes [illegible] in the playground which [illegible] another six-year-old having [illegible] scratched. In answer to [illegible] complaint to the school [illegible] department, the director of [illegible] said "the professional competence [illegible] integrity of the teacher cannot be [illegible] into question". A subsequent [illegible] David's father to have his son [illegible] a parallel class was refused.

Fiona Petrie, aged 10, was [illegible] with the rest of her class [illegible] she did not understand [illegible] fractions). The entire class [illegible] so the entire class received [illegible] the belt. Mr and Mrs Petrie [illegible] received an apology from either [illegible] staff or the education [illegible]

It is difficult for parents to [illegible] child's name to be revealed in [illegible] for the consequences of victimisation [illegible] serious for the child of [illegible] parents. For this reason [illegible] cases from SCCL files are [illegible] given with fictitious names. [illegible] perhaps that each case is typical [illegible] rent practice in most Scottish [illegible]

David (right) attends [illegible]

Lois Aitkenhead is a case worker with the Scottish Council for Civil Liberties.

A place of ill repute

Robert Roberts, author of *The Classic Slum*, remembers some vivid moments from his 'ragged schooling'* in Salford early this century

Courtesy Frank Mullineux Collection

The church "of the establishment" to which our school belonged had been built about 1830. It stood on the north flank of the parish, while on the south rose an infantry barracks—both buildings being erected, some thought, to keep the lower orders on their knees. Our seat of learning, attached to the church, had opened its doors in 1839, several years before Friedrich Engels, whose factory stood close by, wrote about the district. In all justice we pupils could have sung, with Ernest Jones, "We're low—we're low—we're very, very low." And they provided us with education to match.

Year after year inspectors came and condemned our great sooty edifice by the marshalling yards. They damned the unqualified staff, the stinking rooms, the appalling cultural results. In all, they reported, a place of educational ill repute, even by the low standards of the times. But I found it delightful. So did all my siblings, and we blubbered and complained if anything occurred to stop attendance. Then, whatever inspectors might say, we scholars had reason at least for spiritual pride. "The religious tone of this school," reported the Bishop's examiners, "is excellent."

In spite of abominable conditions some of us went on learning eagerly, at least a few of the staff showing themselves kindly, human and even gifted teachers. Though we had exceptions. Only a cursory interest was taken by any instructor in either music or art. A certain Miss Lampert, with 20 years' teaching behind her in the nineteenth century, enlightened us on both.

"Music" consisted of running up and down the tonic sol-fa modulator and singing the same three songs over and over again. Our chorus mistress didn't guide or conduct, but as we made a "joyful" sound she stalked tall among us, suddenly ducking an ear to within an inch of a child's mouth and, if no note came forth, she brought the lad out and caned him. "No silent birds in *our* little nest," she said. We sniggered. Once "Miss" bagged four "mutes" in a single foray, unfortunates who even after hearing a melody a hundred times seemed incapable of producing it, in or out of tune. The quartet were lined up facing the class. "Now," said Miss Lampert, "on my downbeat you four will sing together, 'Sweet lass of Richmond Hill' right." Her cane cut the air. Three mouths opened and closed in the manner of goldfish while she beat time; but no sound issued. Staccato, with her rhythm, the fourth boy *recited* the words. She let them go on to the end, then punished each one in turn and sent them back whimpering.

Her art lessons to 50 of us in Standard III we found equally instructive. The subject made no appeal to me. From an early age, after drawing anything in order to assist critics I always added the names of objects depicted. But Ignatius, who through frequent absence from school was labelled "backward", could sketch, we thought, beautifully—a "natural".

One afternoon Miss Lampert arranged a still life composition, lg by lucky chance being present. She placed an apple on a pile of books, giving each of us a piece of paper with two bits of chalk, red and yellow. "Draw just the fruit", our mentor commanded. "And I'm presenting it to the one who does best." Good for Iggy. "You'll win it," we whispered. He looked happy and had all foundations, all eagerness, before any of us had even started. Technically the pupils appeared to offer few difficulties: large, almost spherical; the left side glowed saffron, the right a bright red.

After 20 minutes Miss Lampert began to pace her way between the rows, commenting here and there. Nothing seemed to please her much. I sat at the back, rolling chalk up a desk. My creation had a disastrous two dimensional look; I'd given up. When the teacher reached Iggy, on a row immediately in front of us, she stopped, bent over and took up his drawing, showing it round for us all to see. It bulged splendidly off the paper. Then she put it down and began to slap his head. "Here's a silly fool," she said, "who can't tell left from right. Yellow" (slap) "where red" (slap) "should be, red" (slap) "where yellow." Iggy put a forearm on the desk and laid his face upon it.

Looking down, fearful, I saw I'd made the same "error". Like lightning the ball of my thumb went rubbing over all. Worse now. The apple had somehow transformed itself into an orange. Cursing art, I overlaid each half thickly with the needed colours, sat back and awaited Nemesis. Miss Lampert approached, picked up my paper and considered. "Now here's a really beautiful drawing—almost like a photograph." Publicly she awarded me the fruit. At playtime, feeling very uneasy, I bit into it, watched by two hangers-on, each hoping to get the core, the usual gesture of generosity among us. Iggy stood by the wall, staring; under each eye a smudge had dried like a little beard. With what could have been a qualm of conscience I went over, apple half eaten, and handed it to him.

During my last two years at school I acted as "number one" monitor, which meant release on most days from lessons, a freedom rather irksome, since learning drew me still. I lackeyed for the head-master, running his errands, taking truants, checking lists and, of course, going off every Monday afternoon with the leather bag. Through a riveted reading each week of the *Magnet* magazine some of us boys were aware of the profound respect that the scholars of Greyfriars College registered for their headmaster, that revered sadist, Dr Locke; but I felt none for mine, or the school either.

Without examples I read all correspondence and textbooksial notes, picking up a deal of curious information, which was distributed for the interest and amusement of classmates. This way they got early warning of the visits of His Majesty's Inspectors. We noticed their habits, how put teachers developed the jitters, how they suddenly became more attentive, patient, friendly, stumbling over which answers to questions which, it was hoped, the dreaded HMI's would ask on [illegible] next Day. And the great ones duly arrived, putting the fear of God into everyone on the staff. But we loved them. Like Dutch uncles they went round the classes, treating us with a sort of old-world courtesy, always inquiring, and making us feel that, in school at least, girls and boys were the people who mattered. Among these men were some of the pioneers who dragged the elementary education system "kicking and screaming" into the twentieth century.

They moved among us like visiting royalty. All canes disappeared, and after several days of gentle but effective buzzing about our hive they summed it all up. Later the head and some of his minions got their roasting, a cooled-off version of which appeared in the school log afterwards. Certain members of the staff were "incompetent", "unintelligent", "unqualified"; "unimaginative methods used; teaching conditions—appalling".

Once a chief inspector came with an assistant who had visited us on an earlier occasion. They examined our higher classes with thoroughness. In the afternath old Rowley, the head, looked, I thought, more shaken than usual. He stood by his desk after school closed and seemed to be in deep trouble. Putting books away, I busied about with both ears cocked. How pleasant it was to see the mighty humbled. The inspectors, I gathered, were deeply disturbed at his scholars' inability to express themselves. We appeared to lack something, mentioned several times, called "oral facility". I rolled the words over in my mind and, later, asked my mother about it all. "They can't talk", she said. The inspectors added that we had responded to their questions either not at all or in broken, ungrammatical sentences. "Most disturbing." Moreover, we had been drilled, it seemed, into a sort of slavish passivity; the teacher addressed us pupils and we did nothing but sit and listen, and altogether there was no health in us. The chief inspector put his fist somewhere in the region of the master's chest, then brought it towards his own, spreading his fingers. "Draw it *out*", he said. "Understand?" Rowley nodded dumbly. Expanded vocabulary, fluency, self-assurance, that's what they were after. Our head defended himself weakly, pointing out the kind of children he had to deal with: "the homes they come from. . . ." But his critics now showed impatience; they had visited similar schools to ours and found the pupils far more articulate. Something had to be done, and that quickly. In among the ruck of words that followed I heard Rowley say emphatically that he too had boys who . . . and he called me over. This lad, for instance, from Standard VII:

The chief inspector gazed down on me kindly. "I didn't see you, my boy, in the top class."

"No, sir," I said. "I was washin' out Standard VI's inkwells all afternoon." He then asked me about the family—how my father earned his living. Did my parents take a newspaper and read books?

"My mother reads all sorts", I told him. "History books, story books—everything. I'm in the liberry."

"And do you talk at home?" the other inspector asked, "in the family—conversation?"

"We've a shop, sir. It's talkin' all day!"

"Ah, well now!" he said. "That's understandable. Now can you tell me the meaning of the word 'articulate'—*ar-tic-u-late*?"

"Able to speak well, I think, sir—express yerself, like?"

"Excellent. Thank you, my boy."

Old Rowley was beaming. "You can go now."

* *A Ragged Schooling: Growing up in the Classic Slum*, is published next Thursday by Manchester University Press (£3.75).

Renaissance man

Anthony Rooley's interest in music began with skiffle; this year he started The Early Music Centre in a mews cottage in London. Story by Robin Maconie, pictures by Peter Boyce

Anthony Rooley

Anthony Rooley's name should be known to most people interested in the revival of medieval and Renaissance music. Together with the Consort of Musicke, of which he is director, he has extended our knowledge, particularly of the large and hitherto dormant repertoire of music for lute.

He has sought out the music and transcribed it and has performed it with illuminating freshness and insight, both live and in a series of excellent recordings. So much solid achievement in a short time would be a credit to any man, but Rooley is more than a scholar virtuoso. He is a visionary in the true tradition of Arnold Dolmetsch, William Morris and Eric Gill, a total craftsman for whom the word vocation means no less than a way of life.

In January this year The Early Music Centre, under Rooley's direction, opened in Princedale Road, London, a small Holland Park mews cottage. Its aims were to provide a meeting place for devotees of early music and offer courses in the music and instruments of the Middle Ages to the baroque period.

The centre is non-profitmaking, and started on a shoestring budget. Tutors of singing, bowed and plucked strings, winds, Renaissance dance, editing, arranging and copying music are teaching free for the first year. A reference library and a shop stocked with scores and records has opened.

It was estimated that the centre would need at least 50 students to cover costs. There were, in fact, 110 enrolments for the first term's 15 courses—many students took more than one and I went to the first end-of-term concert.

There were voices, viols, winds and lutes [illegible] and sensitivity and at all levels I was impressed by the students' spirit, though there were notes missing here and there, and uneven intonation or tuning troubles. It was not the enthusiasm of dedicated amateurs or the earnest affectation of powerful emotions. It was not the serious, impersonal precision of scholarly expertise or the cheeky mimicry that gave David Munrow something of a mynah bird air. It was a spirit of composure.

The source of this self-absorption is Rooley himself. He was born in 1944 in Leeds. He had no musical training as a child, and it was not until the age of 13 that music made a strong impression on him. It was in a skiffle group, which he founded after his parents bought [illegible] school [illegible] At 17 he discovered flamenco. A local tea salesman, who not only played flamenco guitar with "freedom and fiery quality" but also made his own instruments, gave him some lessons.

A year later, in search of music to play—he still could not read it but learnt by ear—Rooley borrowed a recording of J. S. Bach from the local public library. By an odd twist of fate it was the Chromatic Fantasy, a work which, Rooley remarks, bridged the gap between the classical tradition of notated music and the improvisatory conventions of flamenco.

So by stages he went through the guitar and oral folk music, making as well as playing music, to the music of the past. With Bach as guide, he set himself to learn to [illegible] the complete keyboard works, and to play them on guitar.

He had left school at 17 and [illegible] engineering firm as advertising [illegible] This was not a stimulating job but [illegible] gave him the chance to practise [illegible] transcriptions and pick up the ele[illegible] typography and printing. At 19 he [illegible] for an l.e.a. grant from York to stud[illegible] at the Guildhall but failed sight rea[illegible] theory. A year of remedial coaching [illegible] and then he went to the Royal Aca[illegible] a pupil of Hector Quine.

It was a good first year. He lea[illegible] to practise, how to observe himself [illegible] correctly. He also discovered he [illegible] guitar repertoire was secondhand. Bach, he recalls, deceived him, bec[illegible] music had not been written for the [illegible]ment. It was then he got to know [illegible] Its simplicity attracted him. In his [illegible] year he spent much of his spare time [illegible] British Museum transcribing lute mu[illegible] from the Jane Pickering lute book [illegible] with the original material brought [illegible] excitement. It did not matter that [illegible] repeating work done by other schol[illegible] he became aware of the amount [illegible] known music for lute duo and lute [illegible] that existed in manuscript but n[illegible] played.

His final year at the RAM was disenchanting. He was a victim of the [illegible] shop mentality that affected ent[illegible] specialism, retiring crushed from the [illegible] school in guitar where his ideas were [illegible] with disdain, to spend the following [illegible] months practising only the basic [illegible] open strings, chords, and simple sca[illegible] It was also the year of his LRAM, [illegible] he had to perform the fiendishly di[illegible] Torroba Sonatina, which he loathed [illegible] Bach, whom he loved but could not [illegible] with. After a successful diploma [illegible] tion he made up his own recital prog[illegible] consisting of his favourite lute transcr[illegible]

The following year he acquired a [illegible] lute, and took the plunge into the w[illegible] Renaissance music. It was a [illegible] true minds: he was drawn to the [illegible] formality, its humanism, its [illegible] action governed by right thinking, its [illegible] developed rhetoric. He liked the Re[illegible]sance attitude to art as serving to [illegible] refine life, and its fascination with [illegible] and puzzles.

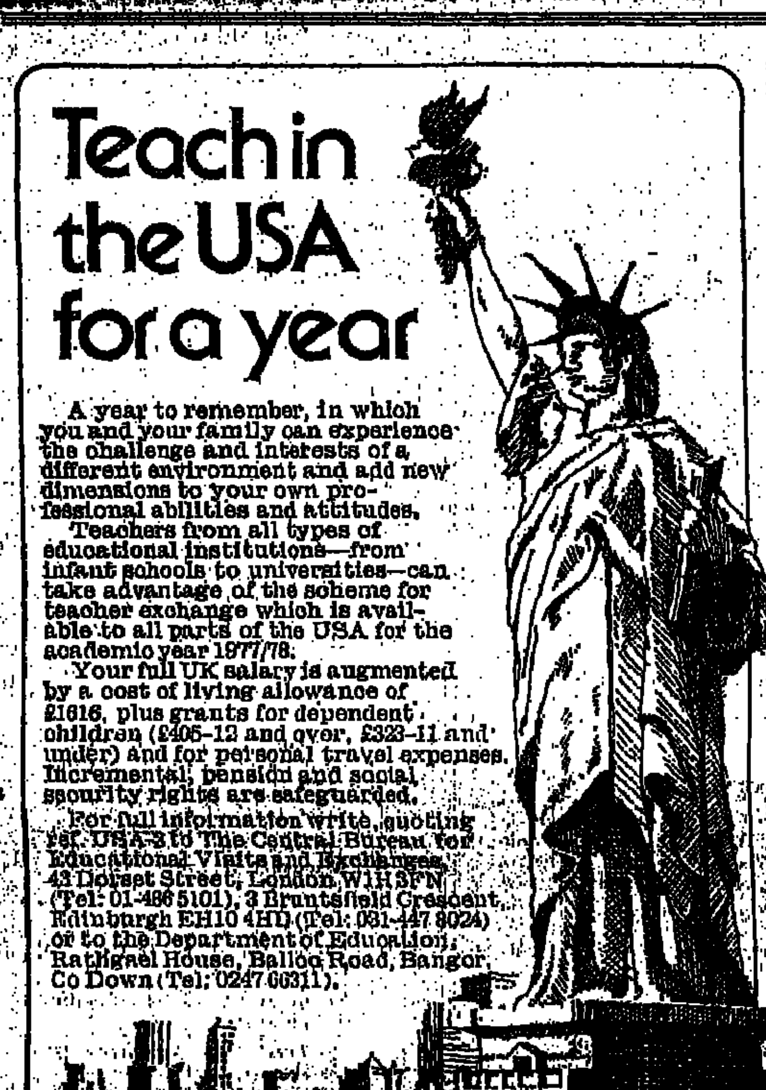
Delight, mystification and revelatio[illegible] these Renaissance principles The Early [illegible] Centre was founded. Delight in the [illegible] of sound sensibly intoned; mystification [illegible] the sequence and combination of too[illegible] tone; revelation in the pattern [illegible] from careful attention to sound [illegible] sequence: resolution into repose. R[illegible] approach does not only recommend [illegible] an apt mode of enquiry into the m[illegible] the past; it has something in common [illegible] the dedication of today's pioneer com[illegible] and with the spirituality of India[illegible] Japanese classical traditions.

We can all learn from his app[illegible] Children's classes run by the centre [illegible] Saturday are conceived on such [illegible] lines that I would recommend any [illegible] music teacher whose spark is not [illegible]guished to watch them. Originally for [illegible] to 10-year-olds, the first pupils were [illegible] six. With three other volunteers, [illegible] them Montessori trained, Anthony [illegible] wife, an infant teacher [illegible] teaching method using [illegible] for the fir[illegible]

Each term has a theme: for the first it was King [illegible] court, and [illegible] second Orpheus and his lute. The [illegible] gives a framework for singing, dancing [illegible] around art. The art work revolves around [illegible] music subjects. In one room a lute [illegible] on one wall, and opposite are pla[illegible] children's drawings of lute players. [illegible] have seen and heard the lute being [illegible] They have held it with the respect [illegible] have for something they know. Their [illegible]ings are not only vividly [illegible] even the way they stylize the instru[illegible] resembles the iconography of med[illegible] illumination.

Dancing lessons, too, are a delight. [illegible] term one the children were taught [illegible] put one foot in front of the other, [illegible] to tip toe and balance, a sense of po[illegible] good carriage, and how to move in [illegible] music. Accompanying music is always [illegible] never recorded. Learning the pavan [illegible] example, the children followed the [illegible] passamezzo antico (the foundation [illegible] innumerable classic melodies, and a [illegible] line surviving in corrupted form even [illegible] current popular music), played on [illegible] rebec and viol, to a gentle drum pulse [illegible] hum their own melodies to the bass [illegible] Hearing this from a chorus of three [illegible] year-olds, says Rooley, is a remark[illegible] experience.

Recordings by Anthony Rooley and [illegible] Consort of Musicke: *The Leaves be* [illegible] Oiseau-Lyre SOL 328; *O Vilanella*, O[illegible] Lyre SOL 334; *Musicke of Sundrie K*[illegible] Oiseau-Lyre 12BB 204-6; Anthony [illegible] and James Tyler (lutes): *My Lute* [illegible] Oiseau-Lyre SOL 336.



Instrument making at the Centre

Information Book Awards 1976

The competition results for The Times Educational Supplement Information Book Awards are announced today. Here, and on the next two pages, we print the judges' reports

Light on the dark continent

Cecilia Gordon reviews the winner of the senior competition, which was open to books for the 11-16 age group

Macdonald's Encyclopedia of Africa. Macdonald Educational £4.95. 0 356 05053.

This year's winner is so well designed and presented that it impressed us favourably from the outset—as did numerous other books. But this one—though one-volume encyclopedias share the problems of rich men and camels—convinced us that its merits are outstanding.

It sheds dazzling light on what many still think of as "the dark continent". Its comprehensive coverage of Africa's vast diversity is staggering. Moreover, so short has been the interval between proofs and publication that it has almost kept pace with the winds of change—it records, for example, OAU's recognition of the Angolan People's Republic only last February.

An illustrated contents list of unusual design whets the appetite, and the reader is halted time and again by vivid photographs, by clear and informative maps, and—*mirabile dictu*!—by statistical and other tables which are fascinating and at times astonishing. These eye-catching pleasures are not merely decorative; they are an integral part of a substantial and sophisticated information book, designed to meet the needs of intelligent users with fluent reading ability.

Much information is arranged by topics, such as Energy Resources, Mining and Minerals, Health and Medicine, thus being easily accessible for project work. One rather over-illustrated and under-written section, on Modern Literature, is counterbalanced by a more detailed account of Traditional Literature; and this harking back to Africa's cultural roots is still more striking in the absorbing sections on Music and on Art. It is salutary to be reminded that ancient Egyptian art is African, and just one of many ethnic artistic traditions which have flourished for millennia, unknown to Europeans. Once known, they have enriched Western art; but in sad contrast, African art is being debased by Euro-American commercialism to the level of "airport art".

The contributors have rejected the old arrogant assumption that civilized white men discovered a savage continent of ignorant and benighted heathen who needed to be improved; they have also eschewed the other extreme. We could find no evidence of prejudice or discrimination. An alphabetical "Who's Who" of more than 250 African personalities, both black and white, includes some infamous characters; but each biography is punctiliously factual, entirely avoiding value judgments.

Throughout the book, such respect for facts is combined with an informed respect for people. White missionaries emerge, not as patronizing "improvers", but as people who preserved the lore of the Africans amongst whom they lived. The reader's eyes are opened to what is really meant by "Africans", particularly in a 20-page section called "Guide to Peoples and Languages", containing over 1,500 entries. So many peoples, so many languages, such astonishing richness and variety. What nonsense this makes of Bismarck and his contemporaries, drawing arbitrary lines across the map, lumping together disparate peoples traditionally separated by language and custom and culture. In this context, perhaps the contributors' approach seems too uncritically impartial: young readers may well fail to appreciate that much of the anguish in the struggle of African countries for national unity is a legacy of European power politics. But an encyclopedia, especially on Africa, needs to be informative, not emotive.

Of course no book is completely flawless. We have found minor shortcomings, some inadequacies in the index and in the splendid 42-page gazetteer, and occasional difficulties in unearthing particular details; but these are trifling. An information book of this quality and range demands the concerted efforts of many experts, both on its subject matter and on book production. Macdonald are to be congratulated on bringing together such a team, and the team on accomplishing their task with such insight and flair.

Next to godliness

Eleanor von Schweinitz reviews the winner of the junior competition

Wash and Brush Up. By Eleanor Allen. Adam and Charles Black £1.75, 0 7136 1639 3.

This year's winner of the Junior Award exhibits just those solid qualities that make an information book value for money.

Wash and Brush Up examines the fascinating history of personal hygiene from Roman times to the present day—first covering such fundamental topics as water supply and sanitation, washing and bathing habits, then moving on to the care of the complexion, hair and teeth, and the washing of clothes. The influence of changing social attitudes and developing technology is a central theme, and the reader is encouraged to see that he cannot simply apply modern standards of cleanliness to forbears who did not enjoy the benefits of the water closet or the washing machine.

The author's style is direct, the text clearly written and frequently enlivened by a spicing of contemporary anecdote. No reader is likely to forget that even the aristocracy in the eighteenth century did not always aspire to twentieth-century standards of cleanliness after he has read Lady Mary Wortley Montague's response to a suggestion that her hands were grubby: "Ah, madame, if you were to see my feet!" The point is reinforced by the accompanying portrait of the lady—most elegantly dressed and clearly a person of consequence.

The text is amply supported throughout by a wide range of contemporary illustrations—there are up to four on every page-opening, drawn from such diverse sources as medieval manuscripts and the catalogues of Victorian sanitary ware manufacturers. A charming medieval woodcut illustrates the Norman custom of mixed communal bathing; while a large, gleaming photograph of "The Emperor", a silver chamber pot belonging to Napoleon's brother, evokes something of the magnificence of the original object. The illustrations are generally carefully positioned to reinforce the adjoining text and their value is further enhanced by clear, informative captions.

The text is not just a "good read": it is sufficiently carefully organized for the book to be used for reference purposes. Clear headings have been used throughout (although it is a pity that only the very broadest are given in the contents page). The detailed index allows direct access to such specific terms as "boghouses" and "lice" but is less imaginative in seeing the need for broader or generic headings likely to be sought by the young reader—and there are no cross references. The information seeker therefore has to be something of an expert in the terminology of this subject if he is to track down all the references to a particular topic. The final bibliography is briefly but helpfully annotated which should facilitate the selection of the most suitable title for further reading.

Author and publisher are to be congratulated on the workmanlike way in which they have tailored this book to the needs of young readers: it exhibits those basic characteristics which are so often lacking in information books for children.

An intellectual vacuum?

Peggy Heeks on information books for younger children

We often talk as if information books were a mid-century discovery, overlooking a history which takes in sixteenth-century guides to manners, the prodigious output of Peter Parley and the confident offerings of the between-wars period of the *Peeps at Heraldry* or *The boy's romance of aviation* genre. There is a long tradition of information book as interesting narrative, as practical guide to leisure interests or as encyclopedic reference aid. The big change in the last decade has come through acceptance of the learning by discovery concept with its consequent growth of the project method, circumstances in which the textbook as "manual of instruction" (O.E.D.) became an anachronism and a new era for the information book as a tool of learning began.

We have accepted the change almost unquestioningly as a good thing, and neither the principle that it is better to search for answers in several books rather than receiving them from one, nor the fitness of current information books for this new role has been challenged. But start looking intently at a sample of recent information books—an opportunity afforded to the *TES* judges—and the reservations mount. The conclusion is that children are more likely to be frustrated and bored than enlightened by their attempts to find out from books.

In the absence of statement of policy from any major publisher and of research insights into children's attitudes to information finding (it is good news that the NFER is to investigate project work), the selection of information books takes place in an intellectual vacuum, and so we pick books to pieces on grounds of accuracy or illustration style while lacking a model of what an information book must do. A judges' report cannot pretend to be an educational thesis but these notes on the relationship between what books provide and learners need may perhaps move us towards that model.

Who is this book for?

Reader expectation is a key factor in reading success, but rarely do publishers try to make a bridge between inert book and reader. Cover illustration, type face, design, are all signalling to the reader but they are signals which operate within a convention needing experience to interpret and they require supplementing by verbal message. Among the few books making such initial overtures were *Claire and Emma*, in three helpful sentences; *Communications*—"This book is different from most other books because . . ."; *A baby in the family*, with a remarkable foreword stirring as it tries to cool—". . . the questions of a child are innocent of the passions that overlay the adult's view of sex"—and *Know about furniture* where the contrast between cover picture and textual tone provided an example of crossed signals symbolic of the whole book.

What will this book tell me?

Contents page and index are necessities in that work of locating specific pieces of information which is basic to "individualized" learning and it is amazing that reputable publishers like Hamish Hamilton and Puffin regard them as optional extras. Lack of organization ruined the good idea behind *Canals* which started the reader absolutely cold on a dockyard scene, without the courtesy of contents page, explanation of approach or even definition of the word "canal". Only one index, Lilly's, had an explanatory note; several (see Aegean Sea in *Pirates* or River Severn in *Canals*) guided to information of little value. Bodley Head's indexing was inconsistent and diffident—have we hammered them so much on this issue that they've lost their nerve?

Contents page and index are extensions of the selection and organization of material. The New Puffin Picture Books did well in achieving a natural order, often, as in *What's in a Pond* or *Into the Earth*, suggested by the subject: not so for *Topics* which included Horseriding and Fairies in its first facts and achieved a running order of The Body, Balloons, Under the sea.

Do I understand it?

The Wrigley books were unique in trying to introduce abstract ideas (*Time*, *Strength*) at a very simple level and, although flawed in detail, deserve commendation for their clarity and imagination. Their sharp audience awareness contrasted with unrealistic assumptions about background knowledge seen in Lilly ("The Dutch taste, heavier and less frivolous than that of Restoration England . . ."), in Bodley Head's plodding persistence with narrative—see Cloudsley-Thompson's p.7 classification, or Brambell's attempt to describe a horse moving—or the confusing text/illustration sequence about butterflies in *Topics*.

Do I remember it?

A learning tool should employ a range of learning strategies to carry its messages. *Into the earth* and *When the West was wild* helped marginally by summaries; *Pirates* jazzed up a mix of facts, activities and stories which did little to extend understanding: the most successful exponent of the method was Wrigley who achieved a fine balance between jokes, facts, teasing out ideas and recapitulation.

What can I do with the information?

Facts don't add up to knowledge unless they are set in a context which gives them significance. Althea and Lilly were particularly good at setting their subjects in a wider framework; there was encouragement to lateral thinking from Wrigley, to "desirable" attitudes from Diana Peter. Hardy, writing in a breathless, colourless style, sank his book with a weight of self-contained hard facts.

Several books, for example *Forester*, *Communication*, *Topics*, sought to take readers further by questions, activities, experiments, but did little to signpost ways to answers—maybe bring in a teacher? It is still an exceptional book which provides a bibliography, and rarer still one with notes on coverage and difficulty level of these additional sources, a deficiency seen especially in Vialls's list.

Ironically, it is in the "old-fashioned" textbook field that we are currently seeing a precise awareness of function and imaginative strategies to promote learning. We have slipped into thinking of information books as better than textbooks *per se*, but the evidence is that a high proportion of these tools of learning are blunt instruments. Unless publishers start taking the new function of information books seriously there is a strong likelihood that we shall soon be back to the textbook—with information books, other than recreational, seen as sports in the history of educational publishing.

Books noted

A Baby in the Family, by Althea. Dinosaur.

Canals, by Christine Vialls. Black.

Claire and Emma, by Diana Peter. Black.

Communication, by Doug Kincaid and Peter S. Coles. Hulton.

Forester, by Denis and Helen Ballance. Nelson.

Horse, Tapir & Rhinoceros, by Michael Brambell. Bodley Head.

Into the Earth, by Heinz Kurth. Puffin.

Know About Furniture, by Janet Lilly. Blackie.

Pirates, by Tilla Brading. Macdonald Educational.

Rockets and Satellites, by David Hardy. Worlds Work.

Strength, by Denis Wrigley. Lutterworth.

Time, by Denis Wrigley. Lutterworth.

Topics, by Felicia Law. Collins.

Tortoises and Turtles, by J. L. Cloudsley-Thompson. Bodley Head.

What's in a Pond, by Peter Olney. Puffin.

24 Information Book Awards 1976

The year of the picture editor

Charles Stuart-Jervis on some senior runners-up

This year's books presented the judges with some agonising choices. Book after book was commended for text, for illustration, for layout, for typeface. There seems to have been an improvement in the imaginative content of the information book, both in choice of its subject and in its treatment. Because of this it became extraordinarily difficult to make decisions about, or comparisons between books containing "pure" information and books which were more oblique in their approach.

The standard of production, too, appears to have risen. There were fewer mistakes in the texts, more care having been taken to relate illustration to page of text. One was not forever having to turn forward or back to discover the sentence to which the picture referred. And most publishers had taken great care with layout, making it an organic part of the book, easing the task of the young reader because he could follow text, illustration and the overall pattern without difficulty. How refreshing this was!

A special word about illustrations before one considers a small but representative selection of books. Perhaps this is the year of the picture editors and picture researchers. At last they appear to be coming into their own. There were far fewer old hack photographs, fewer "muddy" pictures. In most books the detail was admirably sharp and clear, the pictures well and thoughtfully chosen. The trend towards using less colour work continues—presumably for considerations of cost—but where it has been used the results are often enchanting. Perhaps the need to be selective has greatly improved the quality.

As we are now all so used to colour it might have been supposed that something would have been lost because of the return to black and white. This does not seem to have been so; in many cases much has been gained. The pictures appear to have been more lovingly and carefully selected by picture researchers who have looked for illustrative material that is new, informative and artistic. Two books which seem to encapsulate all the virtues mentioned above are, first, *The Archaeology of Ireland* (Bodley Head £3.25) by Peter Harrison, and second, *The Archaeology of Industry* (Bodley Head £3.25) by Kenneth Hudson.

The Archaeology of Industry takes a loving look at what would appear, at first sight anyway, to be a somewhat dry subject for the young mind and yet, from the introduction to the final page, the excitement of industrial growth takes hold. It is fascinating to discover that a broken ginger beer bottle can be as much of a find, and every bit as informative of the life and work of people, as a flint arrowhead or a Roman coin. To most people industry is a fairly modern concept but this book whisks us back to the Corinth Canal which was begun by Nero in AD 67 but was not completed until 1893, a span of 1,800 years. This fact, if there were no others, would serve to remind us of the complexity of man's achievement over the years. Everything in this book is superbly put together.

Similarly, *The Archaeology of Ireland*, by Peter Harrison, also opens up the past. It deals with a more traditional type of archaeology, looking at man's arrival in Ireland and tracing it through to the Spanish Armada. Having read it, one understands much more about Ireland and (dare I say it?) the Irish temperament. Here, again, the marriage of text and photograph, black and white illustration and colour is almost beyond praise.

Both of these books deal with the problem of interpreting the past. Penelope Lively in *The Presence of the Past* (Collins £5.25) does much the same but through an examination of the country's landscapes. This is a rather more scholarly, expensive and substantial book than the others, but it is none the worse for that. The young reader will have no difficulty with it. It generates its own excitement, making familiar places new as one suddenly realizes what our present pattern of living will mean to those who come after us in terms of lumps left on the landscape. Perhaps we are all aware of what the prehistoric landscape means, but nearer home Penelope Lively has shown how the map of Britain is dotted with lost villages from medieval times and reveals, surprisingly, how modern some of our picturesque villages really are. Illustrations in this book are never wasted as every picture is closely related to the text.

For pure information, attractively produced and mercifully cheap, we were enormously impressed by *The Discovery of America*, by Jessica Claridge (Usborne £1.65). Here pictures and text occupy almost equal amounts of space. While the text is admirably clear, informative and unequivocal it contrives at the same time to convey a point of view that is balanced and authoritative. Apart from a few paragraphs on each page the information is conveyed chiefly by illustration accompanied by a short explanation. The whole is immensely effective and the book was seriously considered for the award.

Julia Dobson's elegant and attractive book, *The Children of Charles I* (Heinemann £3.10), also deserves commendation. Intensely personal, and charmingly illustrated by David Walker, it combines exciting narrative with clear and synoptic exposition, all, too, delightfully designed and produced.

Perhaps the book that brings the past most immediately to life, however, was *Through Roman Eyes*, by Roger Nicholls and Kenneth McLeish (Cambridge £4.25). The method is delightfully simple: you allow contemporaries to speak for themselves and to this with a brief commentary supported by good illustration. The result is a vivid picture of Roman life. Soldiers figure prominently, of course, but everything else, from military to everyday people, life in town and country, the role of women, are all dealt with with humour and understanding.

And last, turning away from the past, we have a nature book that is lovely and as loving as any book can be, *Nature in East Anglia* by S. A. Manning (World's Work £3.90). Beautiful photography, a text that is full of charm and with a sense of time and purpose one has to render this a haunting picture of East Anglia.

Would that all these books, each quite a few others also, could be received awards. Each is in a particular way makes a notable contribution and each one is a living testimony to the book publishing art.

The integrated book

Michael Marland on inter-disciplinary teamwork

The modern information book requires an imaginative way into the subject, clear simple prose (which seems startlingly elusive), and a helpful use of illustration. Modern printing methods allow the production of large numbers of interesting illustrations. Graphic designers, some with more ambition than functional relevance, make sure that every opening is a delight to the eye. But is this new breed of books actually more compelling and easier to read? Sometimes clearly not. Text, distracting illustrations, and a confusing subtext of captions can still fight their way in competing juxtaposition through the pages, and the younger reader, in no way trained for this complexity, loses the thread. This is particularly so when the illustrations have been added to complement the text after it has been written, and when they are inserted on a relevant page, but in a position fixed by visual appeal and not textual reference.

Yet there is an increasing number of books which show a more sophisticated approach. These are books in which it is no longer possible to think of text plus illustrations, but in which there is an overall concept, whether it be by author, designer, editor, or (as is increasingly common) an inter-disciplinary team. A feature of these books is the way in which the illustration breaks the text [illegible] disputants, with the need for various [illegible]

The most ingeniously integrated book of the year is *The car and how it works*. A rigorous linear analysis of every aspect of a car has been used to produce a sequence of drawings and photographs explained by a single, continuous caption/text. In other words, the captions are the text, and they give the information, explanation, and links that are necessary to complement the illustrations—no more and no less. Although a modestly produced book 72 pages, and clearly designed as a textbook for school motor-mechanic classes, it kept coming forward as a contender for the prize, nearly edging more ambitious books aside, for in truth its simplicity is real ambition in this field. [illegible] reader 13.

Another impressively original book was *Listen! Music and Nature*. The authors and their designer (Peter Ducker) have written one of the most thoughtful books for young people on the nature and methods of music. Using a clear and lively (if sometimes slightly difficult) text, with integral photographs, drawings, diagrams, and musical examples, the book is about the origins of music, moving from the sounds of nature, through "music and magic" to the first musical instruments. The intellectual core of the book is a clear account of how sounds are converted into music. After many years of study, I (Ralph Lavenda), young people which are pored over biographies and watered down musical history, this deserves the widest attention as a skilful marrying of book production with subject conception. How few books make things simple without making them trivial!

Two yawning gaps are plugged with one series of slim books: *Livelihoods*. These are 16 page narrative descriptions of what it is like to work in one of the livelihoods". Written very simply for the older backward reader, this series is one of the few examples of non-fiction for these readers. It is also one the clearest "careers" series at a simple level, concentrating on what it is like to experience a job. The very easy text [illegible] succeeds in being simple without [illegible] The initial choice of occupations might seem off the beaten track: fitter, speed train driver, lorry driver, chutist (Ralph Swift), London bus conductor, and apprentice jockey. However, even the slightly esoteric choices of subject are to be commended for "careers education" is if there is any thing what it is like to live this life, a wide range of people. It will be interesting to see the titles of later lamps.

Simplification is always difficult, and one series that has a constant standard is Heinz Kurth's series for World's Work, each book explaining the technicalities of some engineering process: retaining, concrete . . . and this year *Bridges* and *EchoLocation*. The author does his own simple two-colour drawings which are well conceived to make the points that support the text. Using a small-ish square page, Heinz Kurth relates text to image rather well, usually slipping the drawing in at the right moment so that [illegible] reader's expectations but [illegible] the readers at the younger end of our age-range, these books are real attempts to make complicated and elaborate matters comprehensible.

The natural world seems to feature over-much in information publishing for the young. It is difficult to believe that quite so many young people are as interested in "nature" as the annual publishers' lists hopefully expect. A new approach has been devised by Usborne Publishing with their series *The Nature Trail*. So far they have brought out *The Nature Trail of . . .: Pond-dipping, Wild Flowers, Insect-Watching* and *Seashore Life*. Each large double-page spread is a unit in itself and uses good drawings, diagrams, and strip cartoons to put across the information, with small blocks of text when strictly necessary.

This is another kind of text/picture integration: the text is either a small block of type set alongside the blocks of illustration, or it is extended caption. In most spreads it is possible to start anywhere and proceed in any direction, so that the series is ideal for those who pick and skip their way through books and find continuous text daunting. This might put some adult readers off, but seems to meet a real demand from the young. Similarly mixed reactions will probably be produced by the intentionally rather comic strip-cartoon adventures by the character in the series, Snoopy, who gives advice in these balloons and demonstrates some of the things to do. With his comic glasses, shock of black hair, and perpetually astonished look, he is miles away from the slightly fey "world of" so many nature books. All in all, it is a refreshingly sensible, informative, colourful, and cheap enough to buy in the paperback version for a 13 or 14-year-old pocky on holiday as well as useful in the bedsock reading for publishing information books for children really only an exercise in stocking school and library shelves? Do any get into the hands of the readers for whom they are planned? And, even less likely, do young people ever actually buy any for themselves? Here and there are books which are produced modestly but not meanly, cheaply but not unpleasantly. These are the books which any school bookshop would surely stock.

Admittedly there are not many, but two illustrated what we were looking out for this year: *Wild Creatures of Africa*, written and illustrated by Gwen Maudley and *Maps and Map Games*, by Deborah Manley. The first offers 176 pocket-sized pages of closely packed, clearly written text, with convincing line drawings. Carefully indexed, it also sensibly has an alphabetical list of the technical words used in the book. *Maps and Map Games* is another Piccolo Original, jaunty without being fatuous, full of information presented in a lively and simple style, and containing some enjoyable games with maps.

Books noted:

The Car and How it Works, by S. B. Emes and T. G. Emes. Edward Arnold.

Listen! Music and Nature, by Geoffrey Brace and Ian Burton. Cambridge University Press.

Livelihoods, edited by Richard Balkwill. Nelson.

Apprentice Jockey, by Norman Lavercock.

Cordon Bleu Cook, by Rachel Evans.

High Speed Train Driver, by Ken Hall.

Red Devil, by Jim Coffey.

Echo-Location, written and illustrated by Heinz Kurth. World's Work Ltd.

Bridges, written and illustrated by Heinz Kurth. World's Work Ltd.

The Nature Trail Book of Seashore Life, by Su Swallow.

The Nature Trail Book of Insect Watching, by Ruth Thompson.

The Nature Trail Book of Bird-watching, by Malcolm Hart.

The Nature Trail Book of Wild Flowers, by Sue Tarsky. All by Usborne Publishing.

Wild Creatures of Africa, by Gwen Maudley. Strachan Books.

Maps and Map Games, by Deborah Manley and Pamela Cotterell. Penguin Books.

Stringing together

Ralph Lavenda on narrative and knowledge

Narrative is the stringing together we all do in our heads, so as to make connexions out of our experience and to find meanings in it; and story is narrative structured so as to find the poetry there. Information can be cut up into segments (and (perhaps) simplified; but knowledge consists of a tissue of [illegible] ings which cannot be separated from one another. Unhappily, narrative and story have become dissociated from information and knowledge through trying to tell everything away into convenient categories too early. It is, therefore, an encouraging feature about some of the books entered for the awards this year that there is a [illegible] blurring of this exaggerated distinction. For it is unwise that any writer conveys knowledge, or knowledge cannot be [illegible] once the categories are [illegible] fixed in the reader's mind. [illegible] expectation excludes the possibility of the other.

Ron McTrusty tells the story of a rabbit (*Rabbits*, Black), giving it the cycle in a series of pictures without using a single word as to where. A pair of rabbits play on open ground, [illegible] claims, they display towards each other, dig a burrow, and [illegible] the light of a surprisingly full moon; then the doe is [illegible] underground nest and suckles her young with great self-assurance . . . and so the story goes on, with some romance upon a child's reception of what might come next. Then of the rabbit kittens are taken by an eagle. There is, however, a strange mismatch between the book's wordlessness and the [illegible] required for the [illegible] reader, and the [illegible] of visual literacy required in any sense of its pictures. The ground which the burrow has been dug changes from yellow to brown to green to white, and the sky goes from blue to brown; and the ground is shown in section, sometimes with roots and stones shown and sometimes not. This denial of design and the search for visual effect have taken over from the [illegible] comprehensibility of the narration and marred the concept of this particular book.

Teachers have always [illegible] anywhere but in the title—*Three Bags Full*.

Any kind of animal lends itself to story treatment in order to convey information. Kenneth Mellanby's *Talpa* (Collins) is actually subtitled "The Story of a Mole", but it straddles the forms of story and information book uncomfortably. "He had been out feeding, and was just about to go down his burrow to his nest. Suddenly he knew danger was near. We do not know exactly how he became aware of the danger. . . ." It is good not to claim omniscience: but apart from the oddity of the punctuation, whose voice is it speaking to the page here? Is it the storyteller's or the lecturer's? The author refers to the mole's nest in such a way that diagrams become necessary, for which the inadequate pictures are no substitute at all. But not enough is said about the mole's mating habits to give that sense of completeness to the story of Talpa's life. The writing is straightforward but wooden, even [illegible] though it leads to a tactfully augured finale, where Talpa will probably be killed by a tawny owl. One of the few really striking facts is that a mole burrow can be a century old.

It is a book that would be part of a child's "narrative reading" according to "Children's Reading Interests in the Schools", Council Working Paper. *Pandy* by Cecile Curtis (Warne) is another, and it makes it even more obvious that to write a story-information book requires from the writer just as urgent a drive from the inside to say something, as it takes to write any other kind of story. A dull text will not suffice. The lack of both contents and index (as in *Talpa*) means that this book cannot be used for reference; and since the text has no pressure to it, but darts from one thing to another, it cannot be used for information either. Indeed, the writer casts up her own text with [illegible] questions: "How much does she eat?" "Does she have any enemies?" Much has been said about the little that is known thus far and a good deal about that which is not." The panda has variously a thumb, an appendage or a digit. And elsewhere the text says: "Five months earlier she and her husky male companion . . ." followed several pages later by "After a hasty somersault, the fallen female makes a dash over to the sawdust where she has a quick tumble."

Carol Barker, in her "Worlds of Yesterday" series, tells stories about the lives of people: one is Ewedo, an Oba or ruler of Benin; and the other is Omar, grandson of the great Haroun al-Rashid (*An Oba of Benin* and *A Prince of Islam*, Macdonald and Jane's). Both characters are fictional though their parents were real. Yet here again, the texts are lifeless and shapeless; they are short on information, much of which is extra-textual and none of which is indexed, and they assume more knowledge than they give. It is true, this is an interesting attempt at bringing two old civilizations to vivid life in the form of picture-story-information books—a new category for which Carol Barker has special ambitions. Gorgeous colours make some of the pictures visually attractive, only their meaning is sometimes far from clear; and the endpaper maps in *An Oba of Benin* are simply confusing. Many other aspects of these two books betray a lack of careful thought about the child reader; for example, the text says that every year Esigie, Ewedo's father, was carried through the streets", but the picture shows him riding a horse.

In *Golden Notebook*, Doris Lessing argued that "you should have been taught to read your way from one sympathy to another . . . The child reader cannot learn to do this if the story-information books available to him do not sing each with its own recognisable voice. So that, however welcome is the renaissance of this kind of book, it is a matter for regret that the quality of the writing is so lacking in style and individuality.

Continued from opposite page

25 Book Awards

The skills that count

Eleanor von Schweinitz on some junior runners-up

A Closer Look at Ants. By Valerie Pitt and David Cook; illustrated by Tony Swift and David Cook. Hamish Hamilton £1.50. 0 241 89263 5.

Chess for young beginners. By William T. McLeod and Ronald Mongredien; drawings by Jean-Paul Celibus. Collins £1.50. 0 00 106112 7.

Gardening: how to grow things. Written and produced by McPhee Gribble Publishers; illustrated by David Lancashire. Penguin Books Australia Ltd. (Practical Puffin) 50p. 0 14 049134 1.

Anyone who attempts to distinguish a winner from among 100 assorted information books soon confronts an uncomfortable question: the subject matter of some books is inherently interesting, that of others, seemingly dull—is there a danger of the subject being awarded the prize rather than the book that embodies it? In fact, this problem is not always as real as it might appear—too many fascinating subjects are rendered dull and even unintelligible by a lifeless ill-organized text or inadequate illustrations, and just occasionally some uninspiring subject springs to life in the hands of a gifted writer or illustrator. Ultimately, it is the skill with which a subject is presented that distinguishes a prize-winning book.

This year three books on very different subjects impressed us by the easy professionalism of their writing and their ability to engage the reader's interest. However, only one—*A Closer Look at Ants*, by Valerie Pitt and David Cook—might be expected to [illegible] interest automatically: for who could fail to be fascinated by the extraordinary social organization of ants and other insects with so close knit a community whose activities seem closely to resemble aspects of human behaviour? And yet it is the presentation that makes the book noteworthy. The text is a model of clarity, controlling a complex body of information with unobtrusive skill and at the same time conveying a real enthusiasm for its subject.

The illustrations (David Cook again, together with Tony Swift) are also admirably clear, continually clarifying and extending the text with meticulous attention to detail, and they have the unusual distinction of consistently good colour reproduction. They are supplemented by commentaries, often lengthy, that convey far more information than conventional captions.

The whole book has been imaginatively planned with close interplay between the visual and the verbal and some ingenious juggling with type size to accommodate the text on several of the information-packed pages.

All this sounds like the description of an award winner, but although this book has many excellent qualities it lets the reader down in one essential respect—despite the clear use of page headings, no contents page is provided, and, more seriously, no index either. So the wealth of information packed into its 30 pages cannot easily be retrieved or used for reference purposes. In fact there is an odd discrepancy between the almost lavish appearance of individual page openings and the meanness that strikes the reader at the opening and closing of the book. For where one might expect to find the index, the last page of text ends facing the back board, and the opening is scarcely less abrupt. No doubt the publishers were anxious to cut costs for the purchaser—but to do so at the expense of such basic aids to the young researcher is surely a mistaken economy.

Chess, unlike ants, can hardly be considered a subject of universal interest and writers in the past have rarely displayed great insight into the problems of understanding which chess presents to young beginners. It is common for such writers to progress quickly from a brief account of the precise moves and layout, to a discussion of stages of the game.

In *Chess for young beginners* William McLeod and Ronald Mongredien show a rare understanding of the learner's viewpoint—they have chosen to introduce each piece in turn, carefully reinforcing their comments with simple games and problems designed to demonstrate the moves of each, and gradually and systematically building up to a point where the complete game can be embarked upon. In this way the explanation of opening, middle and end games can be introduced with some confidence that the young reader will not be overwhelmed by a sudden surfeit of information. Above all, he will have been engaged in actually playing the game from the outset but doing so within a carefully limited context that he can fully grasp.

The presentation is unashamedly popular. The text is brisk, addressing the reader directly and using such explicit headlines as "How pawns get stuck". The chessmen are introduced as members of two embattled armies (pawns as foot soldiers, knights as cavalry officers, and so on), and these *dramatis personae* appear in large and colourful pictures on every page, sometimes giving the reader good advice or dramatically posing on a chess board to illustrate a tactical point in the text. Occasionally the exuberance of the illustrator obscures a serious point, that his picture is designed to demonstrate, but there is no doubt that the book's visual appeal will greatly enhance its popularity with young readers.

Gardening is a rather less taxing subject to present to children, but the new *Practical Puffin* on "how to grow things" deserves special mention for the zest of its approach. Most of its suggestions do not assume a garden—cracks in paths, old buckets and pots are often recommended as alternatives; and the reader is encouraged to experiment with pumpkins and sunflowers as well as the more familiar tomatoes and geraniums. In fact, at least half the suggestions are for things that can be harvested and eaten. The whole book exudes practical common sense and it is written in a relaxed style which speaks directly to the reader without any of that self-consciousness that usually mars this kind of writing. The text gives clear directions and these are supported by rather variable illustrations that generally show what needs to be shown.

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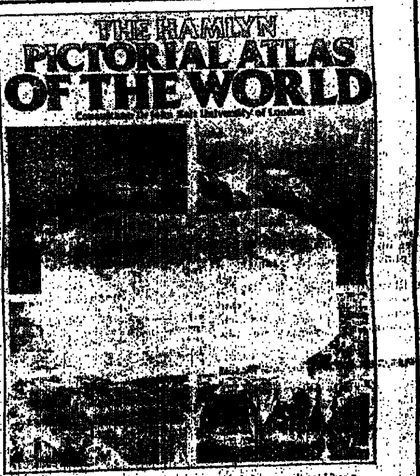

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Published by The Hamlyn Group £5.95

Food for thought

Seamus Hegarty on world resources

Men must eat to live. To live he must generally work. Eating and working both use up scarce resources. However one conceives the global crises now impending or upon us (depending on where one happens to live) these facts are fundamental. Vast numbers of people today neither eat nor work. Many others eat far more than is good for them and consume an inordinate amount of energy and raw materials.

It seems a scandal to many that a civilization which can have men walking on the moon cannot feed the hungry on earth, that mankind can experience global wars and atomic explosions and still accept peace as an unattainable chimera, that the industrial super-powers can devise means of overcoming every human drudgery but cannot avoid polluting the environment or making parts of the earth uninhabitable. Perhaps these *are* scandals. However, it is idle to suppose that simple solutions exist. Feeding the hungry is more difficult than putting a satellite into orbit. The problems involved are more complex. They are also less soluble; technology has no answer to drought or flood or earthquake.

Food and Poverty. By Radha Sinha. Croom Helm £6.50. 85664 157 X.

Nowhere is this seen more clearly than in the case of food. We in the West have little idea of the enormity of the problem of hunger—witness the near-hysteria generated in Britain by a temporary shortage of sugar. This ignorance and its accompanying unconcern are potent factors in the failure to find solutions.

Sinha's book opens with an account of the world food problem from the viewpoint of population growth. Clearly, population pressures exacerbate food shortages but it would be naive to see these pressures as solely responsible. World production of food can, in fact, be greatly increased by irrigation, soil conservation, use of fertilizers and high yielding seeds, improved husbandry and storage. Many of the gains, however, are subject to a law of diminishing returns, as the Green Revolution has shown. (This factor is rather ignored except in the discussion of traditional versus modern farming.)

This leads to his central concern: food is a political issue. Neither science nor agriculture nor demography can feed the hungry. The requisite technology is already in existence. What is required further is the political will. The have-nots will starve as long as the haves are intent on preserving their own interests.

This is illustrated in many contexts—creation of employment, land reform, world trade, development aid. Take land reform, for instance. If it is effective, such reform must erode the political and economic dominance—not to mention the accumulated possessions—of the landed classes. This inevitably means political strife.

World of Hunger; A strategy for survival. By Jonathan Power and Anne-Marie Holenstein. Temple Smith £4.00. 85117 09 8. £2.25. 85117 0951.

The political background is also present in *World of Hunger*, indeed it is taken for granted and the concern is to spell out the details. Did you know, for example, that two-thirds of the fertilizer set aside by the United States for overseas aid in 1974 went to South Vietnam? But, more important, there is an account of the processes underlying present inequalities.

Distributing food is a central problem. Estimates vary, but most experts agree that we have the technical resources to support the present *number* of people on earth. This is little consolation if you have the bad luck to be born in Bangladesh or the Sahel countries.

A common response on the part of the developed countries is to offer food aid. This is seen to be necessary, given the present state of affairs, but neither desirable nor particularly efficient. (The case against existing aid programmes is in fact far more comprehensive than is detailed here.)

The inescapable conclusion is that alternative models of development must be found, and this is where the book is best. Rural development based on local units is shown to be not merely possible but highly efficient. Case studies are given from various countries—Tanzania, Bangladesh, Brazil and, of course, China. The dramatic changes wrought in China have undoubtedly been at the cost of many individual liberties, but then how much freedom have you got if you cannot feed your children—and if most of them are going to die before the age of five anyway?

Dealing With Hunger. By Lord Walston. Bodley Head £3.50. 370 10464 1.

A different order of priorities is seen by Walston. His answer is simply to grow more food, and the bulk of the book is taken up in showing how this is to be done. Modern techniques, skilled workers and money are all essential, and the farmer needs sources of credit and stable markets for his produce. Land ownership must take account of local conditions. All this prescriptions are sound and full of good sense—but perhaps something more radical is required.

Man and Environment Ltd. by A. G. T. van Raay and Lugo. Rotterdam University, Rotterdam. 247 6243 6.

Man and Environment Ltd. is a collection of papers on issues in the environment and society that was conceived and organized in an interdisciplinary way, based on courses on "Man and Environment" offered at the Universities of Leiden and Rotterdam. The papers cover a wide range, with two emphases predominating: to describe the man-environment relationship as comprehensively as possible, with particular reference to disparities between the developed and developing parts of the world, and to face the moral challenges to mankind that are implied. The book is not for light reading, but it is an important one for its methodological insights and it broadens our understanding of the development process.

Education for Peace: Research and action. Edited by Magnus Haavelsrud. IPC Science and Technology Press. £5.75. 902852 49 3.

Peace: Research, Education and Action. By Johan Galtung. Christian Ellers £8.50. 87627 009.

It is clear that the threat to mankind's survival from war, poverty, pollution, overpopulation, unemployment will overwhelm us unless there are radical, and probably unprecedented, changes in attitudes. These will not come easily. It is not generally appreciated how little we know about the processes involved in man's perception or the dissemination of information. The mass media are largely geared to the interests of the status quo. Famines, earthquakes and other disasters are newsworthy, of course, but the long-term causes and consequences are not.

One area where far more work must be done is formal education. *Education for Peace* gives a good account of what could be done. It is an account of the proceedings of a conference held at Keele in 1973 by the World Council for Curriculum and Instruction. The aim was to examine the issues and possibilities raised by peace education from early childhood to university level and also out of school, from both theoretical and practical perspectives.

A main part of the three-day discussion is in the form of a dialogue between the conference participants and a panel consisting of Adam Curle, Paulo Freire and Johan Galtung. This is followed by reports on 10 selected projects carried out in various parts of the world, one of them being the Schools Council Moral Education project. A further section presents a variety of views on the subject matters of peace education, with contributions from as far apart as Namibia and the United States.

The book's global emphasis is one of its strengths and its weakness. Thirty contributors from 20 countries, in all continents, guarantee variety, in all consistency, guarantee wide coverage but not necessarily comprehensive or coherent coverage. For that reason it is not the best introduction to the area.

Peace education is to be welcomed, of course, and the ideal introduction is still to be written. Unfortunately Galtung's essays are as good as his starting-point as say. The seminal dates from the late fifties and has been closely associated with training and the Peace Research Institute he founded in Oslo. In this country the University of Bradford now offers a degree course in Peace Studies. This collection of essays is the first in a diverse and deals with peace research, peace education and peace action.

It is impossible to do justice to either the topic or the many brief notes Galtung is one of the seminal thinkers of our age and his advice to which he addresses himself are central not only to the survival of the human race but to the quality of life if it is to survive. He offers insights and a great deal of light on many of the questions raised in the books above, and he proposes conceptual frameworks within which better answers can be sought.

Man and Environment. By Ian Simmons. Harper & Row. £3.95. 06 318 3660 X.

Man and Environment is a textbook for students of geography, and it is a good one. It is clear, well-organized and well-illustrated. Simmons has a lucid style and he is good at explaining complex ideas in simple terms. He is also good at showing the relevance of his subject to the real world.

The book is divided into three parts. The first deals with the physical environment, the second with the human environment and the third with the interaction between the two. Each part is subdivided into chapters which are in turn subdivided into sections. Each section is followed by a list of questions and suggestions for further reading. Each chapter has a bibliography and there is a glossary of terms at the end of the book.

Simmons is concerned with the ecological approach to geography, and he explains the concepts of ecology clearly and simply. He is also concerned with the problems of pollution and resource depletion, and he discusses these issues in a balanced and objective way.

The book is well-illustrated with diagrams, maps and photographs. The diagrams are clear and the maps are well-drawn. The photographs are relevant and they add to the interest of the book.

Man and Environment is a good introduction to the subject. It is suitable for students of geography at the sixth form and first year university level. It is also suitable for general readers who are interested in the environment.

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The fever and the fret

Jessica Saraga

Families in History. The Shakespeares. 460 06676 5. The Lawrences. 06677 3. Both by Nathaniel Harris. Dent £2.50 each.

It is heartening to come across books which, written in simple enough terms to appeal to the less advanced child, still contain enough material and analysis to provide stimulus for the already well-informed.

The first two volumes in this "Families in History" series do just that. Their field is social history, which lends itself readily to this approach as complex issues can usually be avoided. The families are real families—the senior Shakespeares and the senior (D.H.) Lawrences—and in each case the family is taken as the starting point for a wide-ranging treatment of the life of "everyman" in the period.

Many facets of life can be drawn into the pattern; the structure of society, the economic basis of town life, social mobility, local politics, religious change, education, architecture, health and hygiene. Nathaniel Harris has interwoven all these strands with particular skill, so that what can be taken at one level as straightforward description of Shakespeare's or Lawrence's family background is, at the same time and on a deeper level, a subtle analysis of some of the strains and pressures of society in Elizabethan and Victorian England.

Mr Harris has a gift, too, for creating atmosphere, and suggests a striking contrast between the two centuries. His sixteenth-century Stratford glitters with life and bounces with zest. John Shakespeare may lose his fortune and social standing, the poor may bog in the streets, babies and children may die without warning, but still what seems to be the essential optimism of the Elizabethan age shines through.

By the nineteenth century the countryside has been despoiled, and, with Midlands pollution at its worst, the sun does not seem to penetrate with such vigour to the little rows of miners' cottages in Eastwood, Nottinghamshire, as it did to the half-timbered houses by the river in Stratford. You cannot quantify human misery, but it seems that in overcrowded living conditions, with little improvement in sanitation, and the backbreak of the pit the only work available, the sickly Bert Lawrence had much less going for him than young Will Shakespeare.

And so here is a further level still; perhaps these conditions are reflected in their writing. Literary and historical "psychoanalysis", though not often fruitful, is fun. Was Shakespeare's outsize fund of emotional experience somehow derived from his Stratford childhood? Are Lawrence's fearfully intense women merely reflections of his frustrated and possessive mother? Possibilities for classroom follow-up work and discussion would not be easily exhausted.

Running out of steam?

This is Our World Series: The Revolutionary Age. 00 106125 9.

In the Twentieth Century. 00 106126 7. Collins £3.50 each.

With the appearance of these two books, Ann Currah's seven-volume *This is Our World* series reaches completion. The series has aimed to emancipate history from the traditional approach and to make it more relevant to today's children by explaining events in terms of their own experience and with the use of pictorial images from their own lives.

These latest volumes seem disappointing in comparison with earlier ones. Perhaps Ms Currah, with the end in sight, was beginning to run out of steam? Her topic titles seem not quite so forceful, her images not quite so striking, her comparisons not quite so apt, particularly in the volume dealing with the twentieth century. Perhaps there has not been sufficient passage of time to allow for a true historical perspective, and perhaps, too, problems really have become more complex, and thus more difficult to present in terms that are easily understood. For example, the description of the economic problems leading to the crash of 1929 purely in terms of inflation is oversimplified and plainly inaccurate.

But in general the series has succeeded, and while a fair amount of extra material would be necessary for a thorough study of the history involved, still a fresh and useful view has been provided. The beautiful production of the books and unstinting use of space, though probably raising the price, have created a series of high quality.

J.S.

Paperbacks

Ye shall know them by their fruits

Edmund Power, OSB

The New Testament: a New Translation, by William Barclay (Fontana 95p. 00 624269 3). "Nor did I use the artifices of rhetoric, for I did not want the simple fact of the cross of Christ to be emptied of its power by human cleverness" (1 Corinthians 1: 17). Barclay's concern is to present the Christian message. This he does well, but with the consequence that his translation is often loose and his English lacks fluency. (An example is the frequent use of "right relationship" for "justification" in Romans.) His short introductions to the various books are admirably concise and clear. This is a translation for private study rather than public reading.

Francis: a Biography of the Saint of Assisi, by Michael de la Bedoyere (Fontana 75p. 00 624455 6.) I Will be Called John: a Biography of Pope John XXIII, by Lawrence Elliott (Fontana 75p. 00 624453 X.)

Here are two short biographies of men whose universal appeal was based on similar characteristics—simplicity, warmth, humour and joy. Each exerted a profound and enduring influence on the Church of his day.

Francis is a book of delicacy and balance. The hero emerges not as a paper saint but as a man motivated by the highest ideals, and yet with all the turbulent characteristics of a real human being. Michael de la Bedoyere writes with an insight and understanding which bring Francis and his age to life.

I Will be Called John, while written with sympathy and clarity and revealing a fine knowledge of the facts, occasionally bears the glossy air of journalism. Perhaps in the wealth of detail the author fails to investigate his subject fully. *Hungry for God*, by Ralph Martin (Fontana 75p. 00 624456 4), is a book of irresistible conviction and indubitable joy. Fully aware of the many difficulties which seem to hinder prayer, the author has overcome all by a firm and simple trust in the power of Christ and the Spirit. He offers sane advice on prayer with clarity and understanding.

The one drawback is that it all sounds too easy. But "ye shall know them by their fruits". The fruits in the author's life are certainly convincing.

Disraeli and democracy

Lord Beaconsfield was a man who, for the most selfish of reasons, did more to change our democracy than any other of his age; this is the verdict of Professor R. W. Davis in *Disraeli*, a new volume in Hutchinson's Library of World Biography (£3.50. 09 127600 X). The author regards Blake's biography as lacking in interpretive theme, but warmly recommends Monypenny and Buckle.

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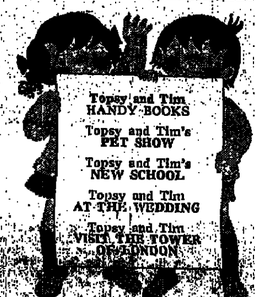

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THE SCHOOLS PROM

Due to the demand for tickets for this year's Schools Prom concerts on November 29 and 30, we advise readers who wish to attend either concert to contact the Royal Albert Hall booking office as soon as possible.

28 Information books

Echoes from castle walls

Ralph Lavender reviews three history textbooks

Castles.
Macdonald Educational £1.40. 356 05442 X.

Knights and Castles. By Judy Hindley.
Usborne £1.40. 86020 067 1. 75p. 068 X.

Strange Stories from the Tower of London. By Alan Borg.
British Illustrated History Supplement 75p.

These two books look at the same subject for the same price and aim it at the same sort of audience. Judy Hindley's book contains the most information, having a closely integrated design of text, picture and caption. Some spreads are rather confusing because there is no clear sequence; but the speech and singing bubbles are a delightful touch and the trendy, high-class comic look of the book will certainly attract readers. It is especially good to be able to read about ordinary people performing ordinary functions as well as about the lords and their ladies; but it is a pity that so little sense of the development of castle building is conveyed—a thirteenth-century castle is shown with an eleventh-century keep, but there is no explanation of the difference in the shape of the turret towers. Although there is a contents page and a bibliography of information and story books, the index is not good enough.

The second book is much more sound on the development of castle building, but the information in it is neither so full nor so interesting. One of the reasons for this is that it is not so well designed, even though the pictures look much more impressive; and another is that the information is tricked out with six craft projects, as in other books in this "Topic Books" series. There are also stories and poems, mostly by Clive King. The meaning of "slighting" has to be deduced from the text and picture caption for Corfe Castle, and although such correct terms as "machicolations" are used, murder holes are not called "meurtrières". The index is good, there is a rare section on forces that jars were often buried in walls so that any siege was brought up by the enemy as eventually topple over.

The stories from *The Tower* have interesting things to give —for instance, it seems that handkerchief was invented Richard II. There are 12 stories ted in a table of contents, easily suggestions for further reading, ample illustrated, partly in There are ghost stories, and about the Tower's zoo, Peeping for treasure, the fire of and the Countess of Salisbury charity parts of the text rather poorly with the usual kind of language—" he claimed not to have seen honour, he was apparently ous in his attendance, being sent at every sitting of the but once." The publication children is a special supplement *British History Illustrated*, monthly that originates in and is now being sold in try.

Entries and exits

Henry Pluckrose

Airports in Action. By Tony Burnett and Barry Kemp.
Ward Lock £1.50. 7063 51614 4.

Harbours in Action. By Tony Burnett and Barry Kemp.
Ward Lock £1.50. 7063 5159 2.

Canals. By Heine Kurth.
Worlds Work £1.95. 437 53614 9.

Echo Location. By Heinz Kurth.
Worlds Work £1.95. 437 53613 0.

These books serve to illustrate two contrasting approaches to the production of information books for children. *Airports* and *Harbours* depend upon photographic impact—a series of double page spreads concentrating upon particular aspects of the subject. The reader is taken from excellent photographs via the captions to the text (which, though full in detail, rarely exceeds 300 words per double page). Information is dispersed almost imperceptibly: wherever the books fall open, the pictures and diagrams seem to invite closer scrutiny—learning coming from accidental seduction rather than by organised study.

Canals and *Echo Location*, on the other hand have the look and feel of a school book. They suffer from being too earnest. The diagrams are clear but dull; the captions rich in detail but (because a small typeface setting has been used) difficult to read. Yet undoubtedly Heinz Kurth's books are full of information. Indeed if it is possible to compare two such disparate styles, Mr Kurth's (rather than that of Messrs Burnett and Kemp) better meets the needs of the academic child. In *Echo Location*, for example, I discovered a table of radiation wavelengths which contains figures to 10 decimal places. There is nothing like that detail in either *Harbours* or *Airports*—but if I were buying books for the school in which I work I know which I would choose. When children have reached the level of understanding required by Heinz Kurth they will have reached the stage where technical manuals (rather than simple source books) will better meet their needs.

It might well be that the children I know are not typical of children across the country—but, observing their use of books recently, I did notice that information books which contain a strong pictorial element (like *Airports*) tend to be used much more intensively than those whose sole function is to inform. Seduction, I suppose, is attractive at any age. . .

Great Wall to gold rush

B. S. Roberson

Picture Reference Series
China. Edited by Boswell Taylor.
Australia. By Barrie Collett.
Hodder and Stoughton £1.50 each. 340 20495 8 and 18973 8.

These books are fundamentally pictorial history with a minimal and minuscule text. The pictures are largely line drawings, many from contemporary sources, while the photographs, some also from contemporary material, have reproduced less successfully. The illustrations are grouped on 32 page double page, and the brief text at the foot gives a good background summary of each topic chosen. The language is mature, and rather above the lower secondary level for which the main material appears suitable. There is a modest but adequate sprinkling of maps.

For China, such topics as "Mandarins and soldiers", "Writing and printing" and "The Great Wall" give an indication of the ground covered. Much interesting detail (but only just big enough to see comfortably) should attract children and make history live. Modern China is kept in proper proportion and the treatment is as neutral as any violently controversial subject is likely to receive; a general impression of enormous cultural difference comes over strongly.

By contrast, the Australian book brings out cultural ties with this country, and a layout with rather more emphasis on a temporal sequence, makes for greater coherence. The content also has greater appeal for the young. Who could fail to be interested in kangaroo hunting, boomerangs, koalas and kookaburras?

There is material here for study of the development of many themes, such as exploration, shipping, the gold rush, and sheep-rearing. Cricket is represented by Victor Trumper and the Don; more recent English debacles are mercifully omitted. Of 32 pages, four describe the contributions of Australians in two world wars. The Poms have not forgotten.

Peelers

A Source Book of Police. By Anthony Judge.
Ward Lock £2.25. 7063 5958 6.

The Police: A First Look Book. By Granville Wilson.
Franklin Watts £1.75. 0531 02961 6.

The Source Books are well They are strongly bound, handy size, and contain a wealth of easily assimilated Nearly every police force country cooperated in the tion of this book, and many photographs; with over 1 them published here, the book up-to-the-minute and contains that is unexpected, and (but) to thrilling. The format has carefully worked out; there usually two large halftones at each opening supported by cinct letterpress.

The introduction is written dramatic style:

"At 4 pm on Tuesday 29th tember 1829 the first constable the New Metropolitan Police marched out to their beats the Police Office at Scotland and five other stations in Lond There is an illustration of the "Peelers", and a wonderful ture of the first policewoman 1919.

The *First Look Books* are at the youngest readers. They written in simple language, type and have excellent trations. All primary school libraries should have copies

L. W. Squires-Barker

Machination

Armoured Fighting Vehicles. Peter Griffin.
Collins £1.25. 00 106243 3.

Machine and War. By John Miller.
Burke Books £1.50. 222 00447 2.

There is something really magnificent about [illegible] even if one dislikes what they [illegible] for, and since time immemorial [illegible] has devoted much time, energy and thought to their production. Collectively they have produced a reasonable comprehensive book on the topic covering their development from the last world to the present day.

It is not a book for the [illegible] hesitant reader since the [illegible] vocabulary is quite complex, [illegible] carries a wealth of fascinating [illegible] about all forms of combat [illegible] from the "armoured" elephants of the latest and most up-to-date [illegible] The illustrations are clear and [illegible] delight those who have difficulty with the text.

Machines and War by John Miller is quite a different proposition. It is hard to see who it is [illegible] for, as it is simple in its approach but uses language which would mainly daunt the less able. It does, however, pages it cannot begin to compare with *Armoured Fighting Vehicles*.

Charles Stuart-[illegible]

Eight special pages of reviews of information books, pages 37-44

29 Information Books

Theory and practice

Gillian Thomas on things to make and do

The Insects In Your Garden.
By Harold Oldroyd.
Kestrel Books £2.00. 7226 5154 6.

Exploring the Garden.
237 44755 X.

Exploring the Pond.
237 44754 1.

Exploring the Hedgerow.
237 29178 9.

Exploring the Woodland.
237 29180 0.

Exploring the Park.
237 29179 7.

Exploring the Seashore.
237 29177 0.

By Leslie Jackman. Evans Brothers 75p.

We have four spiders, four grasshoppers, six earwigs and two wasps as "pets" at the moment. They are all in jars in the garden. This zoo was inspired by *The Insects in Your Garden* by Harold Oldroyd.

Packed with information and written in a straightforward style the book will appeal to readers of about 10 years old and upwards. The life cycles and eating habits of bumblebees, bluebottles, butterflies and ants are looked at in detail, with attractive sketches to illustrate the different points.

In order to observe the various insects more closely, Mr Oldroyd explains how they can best be caught and how to look after them in captivity. He emphasizes that this should, however, be purely for observation purposes and that they should be set free again as soon as possible. He wisely suggests investing in one piece of special equipment at a time so be sure to [illegible] needed and he advises against "complete collecting kits"—though a magnifying glass is of prime importance.

"It was a considerable relief to [illegible] by a big disappointment but a big disappointment to which could not be found indoors did not prove particularly fruitful. Despite long searches he found no fleas or bed bugs, though we do have silverfish in the pantry—which of learned were quite common and harmless.

Exploring the Garden, one of a series of six "exploring" books by Leslie Jackman, covers similar ground but in far less detail. It does not confine itself to insects; plants, birds and mammels are also included, and it is aimed at a younger readership.

Plenty of black and white photographs interspersed with a few beautiful colour ones, as well as sketches and diagrams, illustrate the text clearly in all books in the series and, although each one is only 32 pages long, a great deal of useful information is packed in. The Garden book has notes on ponds (including the simplest kind in a large bucket) as well as sketches on how to make an aquarium for insect larvae.

Exploring the Pond is devoted to larger pond life: the plants and trees; the birdlife, which includes ducks, coots and swans; the animals and fish; and the flowers and insects. It ranges from explaining how pond creatures breathe to showing how to prepare a large jar in which to keep an underwater spider; and it shows how to set up an aquarium for pondlife.

In *Exploring the Hedgerow*, Leslie Jackman looks at the changes which occur at each season. He suggests that children should make a chart of the trees and plants, showing which animals feed on them, to discover why some live in the hedge and others only visit it (each book includes ideas for practical work like this). The photographs of a wild rabbit and harvest mouse are particularly enchanting.

Exploring the Woodland begins by describing the different kinds of woodlands and looks in detail at how trees form seeds, suggesting that a collection of them could form the basis of a scrapbook; how to make leaf prints is another practical suggestion. All children will enjoy woodland detective work: leaves and tracks can be carefully examined to discover what animals live there.

Even if woodland is not really accessible to some children, most of them will be able to visit a park. *Exploring the Park* suggests how to discover more about trees, insects and birds. As in all of the books, there is a good index.

Exploring the Seashore stands very much on its own as a subject but has the same inquiring approach. Objects to be found on the driftline may form the basis of a seashore museum. The book is an invaluable guide for rockpool hunting and my children have now been able to identify from its clear sketches all the shells they gathered so enthusiastically during our holiday.

Bicycles. 7226 5341 7.
Body Tricks. 7226 5339 5.
Carpentry. 7226 5342 5.
Gardening. 7226 5338 7.
Cooking. 7226 5337 9.
Strange Things. 7226 5340 9.
Kestrel Books £1.20 and Penguin 50p each.

"Cooking is the way people turn raw food into things that look and taste different and sometimes better." These are the opening words of *Cooking—Making Things to Eat*, one of a series of six newly published "Practical Puffins". Aimed at nine to 11-year-olds, they were devised by a group of people in Australia who felt there was a lack of do-it-yourself ideas which were fun and not too complicated for children.

The recipes are typical of the ideas in all six books; as well as being of immediate interest to children, they are well written and eye-catchingly presented with cheerful colour drawings. The one for ice-cream begins enticingly: "Your own ice cream is twice as good as shop ice cream." The simple ingredients (two eggs, half pint of cream, two tablespoons icing sugar) are followed by succinct instructions in seven easy stages.

Similarly *Gardening—How to Grow Things* and *Carpentry—Making Things with Wood* succeed in presenting a variety of ideas that are neither too simple to be reasonably absorbing nor so complicated or unrewarding that the child will tire of them too quickly. And for those who do not have access to a garden, the former includes ideas for boxes or pots on a balcony or window-sill.

The books include plenty of background information as well as practical suggestions. For instance the one on carpentry shows the differences between the main types of wood and the uses of the most common tools, before explaining how to make such things as a bird table, a cage for small animals, a gumboot remover, stilts and even a simple pair of wooden sandals.

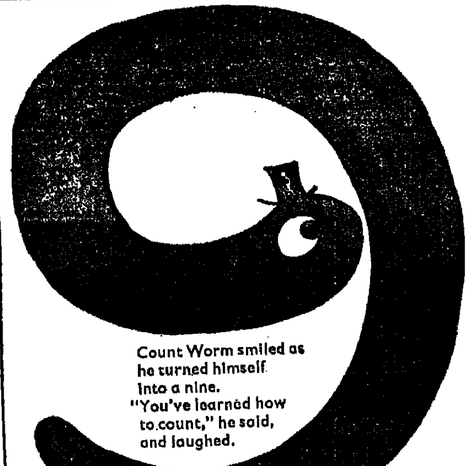
Bicycles—All About Them is full of invaluable advice ranging from their history to how they work, from road safety to theft precautions, and from maintenance tips to riding them. There are also suggestions for extra accessories and decorations, though—typical of the book's constructive approach—these are prefaced by the warning: "A lot of extras sold for bikes are not worth getting".

A pleasure of a large pear inside a milk bottle opens *Strange Things—To Do and Make*. How it got there proves quite simple when you see the instructions, as does the explanation of why an upturned glass moves when several people each put a finger on it in the hope of receiving a secret message. The reader is also encouraged to try mind-reading, code-writing, waterdivining, egg-hatching and even printing with a fish (though it adds "You won't be able to eat it afterwards!"). And should this wealth of activity lead to an outbreak of warts or hiccups, there are instructions for curing both!

The sketch book, *Body Tricks—To Teach Yourself*, is perhaps the most original of all. It includes such activities as walking on three legs (as in Rolf Harris's famous song), or on one's knees (excruciatingly difficult), juggling, stalking and making a "talking hand".

Any adult within range of a child with a copy of it should be prepared for some shocks—like seeing him or her turn into a giant or a gnome, with a hairy face, a crunchy nose or with a dead finger in a matchbox, which has quickly become a favourite in our household.

Unquestionably the books deserve to be a great success for the project ideas could be of enormous value to teachers; and they could well save the sanity of harassed parents when the chorus of "I've got nothing to do" reaches its peak in the middle of the school holidays. It is encouraging to know that Kestrel hope to bring out six further titles next year.



Count Worm smiled as he turned himself Into a nine. "You've learned how to count," he said, and laughed.

"Count Worm" by Roger Hargreaves (Hodder and Stoughton £2.10) demonstrates both the appearance of numbers and what they signify. The humour and narrative content make this a palatable counting book.

Presentable

Making Presents. By Felicity Lewis.
Making Science Fun. By John Tuey and David Wickers.
Making Musical Sounds. By Mary Southworth.
Making Rubbings. By Michael Skinner.
Making Kites. By Eve Burwell and Conrad Bailey.
Making Moving Pictures. By David Wickers and Sharon Fitzmark.
Studio Vista 45p each.

Each one of these reasonably priced, attractive books is full of excellent ideas, clearly set out and colourfully illustrated. They avoid the pitfall of cramming in too much information, but include some unusual ideas.

Making Presents is intelligently divided into sections which suggest presents for different categories of people: grandparents, parents, aunts and uncles, brothers and sisters as well as boyfriends and girlfriends. Primary science teachers would find *Making Science Fun* a useful source of simple, well-illustrated, experiments, accompanied by clear explanations of the scientific principles; *Making Musical Sounds* would be invaluable in the music corner and the other three books should be a considerable stimulus in their respective fields.

Ilegna Wallington

On points

The Story of Ballet. By Joan Lawson.
Ward Lock £2.95. 7063 5171 1.

Introducing Ballet. By Mary Clarke and Clement Crisp.
Studio Vista £3.25. 289 70725 0.

Not every 10 to 16 year old will want to read *The Story of Ballet* right through—it has a tendency to tortuous phrasing which could deter even the balletomane of mature years. But it is a book worth dipping into, containing much fascinating information on the history of ballet from its beginnings right up to today, as well as giving a bride of the daily routine of the young dancer at school or in a company. Joan Lawson tells some of the ballets' stories in passing.

There are many excellent photographs, though unfortunately not all are of the same high quality; it is good to see such an international selection and that so many of them feature students or the new idols of students like Wayne Sleep and Mark Silver.

The text is not always as clear as it might be—there is, for instance, a particularly obscure distinction between mimed-dance and danced-mime.

Introducing Ballet makes an excellent guide for the young lover of ballet. Intelligent, graphic and practical, it is a joy to read and contains a wealth of information. Its practical ease is set by the cover photograph of one Emma Ballerina, in glossy pink by a superbly dressed fourth. Foreword, "On being a dancer," from Natalia Makarova. Covering training, the dancer's life, ballets then and now, and how both are made (from the first idea to the first night), it also includes useful chapters on the topical subjects of finance for the ballet, and ballet on film and television—areas of discussion not often opened up for the young reader.

Miss Clarke and Mr Crisp write good, bold stuff: "If a choreographic manager is to give messages of information he should write a play or send a telegram." As a typical ray of light. And they are full of fascinating snippets of information that can only improve the quality of the reader's ballet appreciation. It will, for example, make him more aware that before of the conductor's role in a ballet's success and of those "grey" mornings that can confront choreographers and dancers. There are unusually informative captions to the many excellent photographs.

Susan Corbett

Understanding the global village

Spreading the News. By Eric Fuchs.
Blackie £2.50. 216 99817 X.

Radio and Television. By Egon Larsen.
Dent £2.95. 460 06685 4.

Spreading the News by Eric Fuchs, which was originally published in German, is extraordinarily weak on Programme-making, especially as its title rather suggests that it is a behind-the-scenes description of how a programme like *News At Ten* gets on the air. In fact this occupies only one of its 88 pages, for the book is basically about the history and development of communications.

It starts with how a shout travels from one person's mouth to another's ear and then continues with communication by drums, morse, telephone, and teleprinter. The story is presented in an attractive way: each page consists of brightly coloured cartoon-style drawings by the author, in which the text is placed in short blocks.

One of the most potentially interesting sections claims to show how a circus is televised—but unfortunately it is all highly confusing. The text says "two or three cameras are needed" but the accompanying drawing shows four in action (a much more likely number), while that of the control room shows pictures coming in from no less than eight. Worse still, they are linked by a cable system which has as much logic as a plate of spaghetti.

On the other hand, *Radio and Television—The Everyday Miracle*, by Egon Larsen (who has written many popular books on science and technology), is both clear and accurate, as well as being much more serious in approach.

Illustrated by well-chosen black-and-white photographs, it covers a vast number of topics, from the BBC's monitoring service to the effect on America of the 1938 radio broadcast of H. G. Wells's *The War of the Worlds*, from the transistor revolution to the job of a costume designer, and from the layout of a script to the problem of violence on television.

It provides an excellent general introduction to the whole subject of broadcasting.

Gillian Thomas

Illustrated Teach Yourself: Radio. By David Gibson.
Hodder and Stoughton £1.50. 340 19608 4.

How and Why: Wonder Book of Radio and Television. By Derek Bewskill.
Transworld 46p.

The day of the simple radio receiver made by older schoolboys is apparently nor ever. This book contains so much information about, for example, the crystal receiver that schoolboys were making 50 years ago, and two transistor amplifiers (which they were not) that the whole field is covered carefully with accurate diagrams to assist older pupils and their teachers to indulge in constructing (not experiment) in the fascinating science. The fact that there are 20,000 licensed amateur short wave "hams" in British alone shows the scope of the addiction.

The "How and Why" Books on more than 50 subjects are now used in combined and middle schools—and many lower forms of secondary schools find them useful. They are glorified large paper packs, printed on strong but fairly good paper (for illustrations in colour), and they are well-liked and used by children. The present subject is a difficult one to present simply and attractively, but the author and illustrator have made a good stab at it. With a subject of this magnitude it is easy to fall between two stools: to be too complicated and too glib by turns. They seem to have been unable to avoid the trap. However, children in my school return to them time and time again.

L. W. Squires-Barker

The beast in man

Frances Hill on aggression in society

The Nature of Aggression. By Ashley Montagu
Oxford University Press £6.25. 19 501822 2.

Man's fundamental nature has been the subject of heated debate since the beginning of history. The early Greeks wondered whether men ever knowingly choose evil; the early Christians believed that they rarely choose anything else. The Augustans considered men erring and base and took a dim view of their chances of improvement; the Romantics believed them fundamentally pure, and capable, given suitable circumstances, of achieving perfection.

Conventional wisdom, at present, inclines towards the pessimistic view. The concept of original sin has taken a more central place in the cultural traditions of Western society than that of corruptible —or perfectible—innocence. And recently it has received a new, up-to-date, quasi-scientific image which has powerfully reinforced its popularity.

In a spate of publications of popularised "science", writers like Desmond Morris and Robert Ardrey have argued that man is possessed of "instincts" of aggression inherited from his animal ancestors which compel him to attack, murder and wage war on his fellows. The "beast" in man, they claim, governs much of his behaviour. Their theories fit both our cultural assumptions and the "facts" as ordinary people usually perceive them. But, in Ashley Montagu's view, they are nothing more than dangerous myths.

The Nature of Human Aggression is an attempt to reinstate the image of man as a being with as much potential for tolerance and humanity as for hatred and the urge to destroy. It launches a detailed attack on the innate aggressionists' theories, which it claims are based on distortions of the available facts about animal and early human behaviour and a fundamental misunderstanding of the nature and meaning of "instinct". Aggressive behaviour, like other kinds of behaviour, is learned, not inherited, Montagu argues.

Primates—from whose ancestors man is also descended—live with each other peacefully and amicably. Occasional aggressive behaviour rarely results in serious injury. Early man, Montagu believes, lived as peacefully as his animal ancestors, cooperating in hunting and food gathering and caring for his young. The aggressionists' view that man began to slaughter his fellows as soon as he could manufacture a weapon is belied by the non-aggressive behaviour of those primitive peoples, like the Tasaday tribe surviving today. And the "evidence" of early man's warring nature, consisting of damaged human skulls which might have been mauled by leopards rather than by other human beings, and "weapons" which were more probably tools, is dubious at best, Montagu claims.

Montagu agrees that there is some evidence of cannibalism among australopithecines (one of the earliest species of man) but suggests that this may have been the result of periods of famine rather than that of instinctive murderous behaviour. In any case, such evidence is scarce and far from conclusive. The process of natural selection would have favoured cooperative rather than aggressive behaviour; man's potential for cooperation may, if anything, be stronger than his potential for warfare.

Even today, Montagu argues, most people are peaceful and reasonably kindly and tolerant. Wars are the outcome of political decisions, not a surge of aggressive feeling on the part of a whole population. Much of modern warfare is waged by fighters who never witness the destruction they cause; it is unlikely that they are experiencing feelings of aggression as they fly their bomb-laden planes over enemy territory.

There are aspects of this section of Montagu's thesis which sometimes seem forced. The peacefulness of primitive peoples surviving today is open to question: the Bushmen of South-West Africa had a high enough murder rate in the forties to warrant the setting-up of a headman's court in an attempt to lessen the bloodshed. And the Eskimos, whom Montagu claims find "nothing more repulsive than aggressiveness and violence", can be murderous in the extreme, judging from the account, in *Nunaga*, by Duncan Pryde, who lived with a Greenland tribe for a considerable period.

It is questionable, too, whether present day man's engagement in war is really so free from feelings of aggression as Montagu would have us believe. What about the "war fever" of 1914? This may not have been the result of a wave of aggression, but if not, what was it? Montagu does not tackle the question.

But whatever one's doubts about Montagu's reincarnation of the "noble savage" living in a prelapsarian "state of nature", and his insistence on the purely "political" nature of war, his arguments against the survival of "instincts" in human beings, of aggression or anything else, seem wholly convincing.

"The idea that there is anything in any organism, especially in humans, whether in the genes or anything else, that is fixed action patterns is dead," most students of behaviour says. Man has evolved differently from all other animals: his intelligence has replaced instincts: he may once have had them, enabling him to cope with the challenges of the external world, but there is no part of man's brain that is an "aggressive instinct". Similarly, if aggression is elicited by certain stimulation it is more likely to be as a result of exciting nerves involved in pain by "mechanisms" than because there are "innate neural circuits for aggression".

Whatever aggression is, as Montagu convincingly argues, it is not a form of energy or a fluid which builds up and overflow after it has reached a certain level or pressure.

The innate aggressionists have us devise compelling theories which would "siphon off" aggression which would inevitably lead to murder or warfare. Montagu argues that this is unnecessary and must—decrease aggression by eliminating the conditions of modern society which, he claims, children and adults to want to maim and destroy other people. He would thus done, perhaps, at least a counsel of hope rather than one of despair—and one that is a realistic, cogently-argued view of man's nature.

Fortunes of Europe

Norman Stone on two economic histories

Before the Industrial Revolution: European Society and Economy 1000-1700. By Carlo M. Cipolla. Methuen £6.25. 416 80900 6. £2.90. 80910 3.

The Rise of the European Economy. By Eric Kerridge. Weidenfeld and Nicolson £10.00. 297 77024 4.

Both of those authors have been confronted with the impossible. Economic history has to be limited to themes and countries for it to make much sense; otherwise it sends simply to become *histoire universelle* with a very great deal missed out. Carlo Cipolla, in his attractive work on pre-industrial European economic history, has been aware of this problem throughout, and he has tried to overcome it by cutting the book into halves: one "static," and one "dynamic".

The "static" half describes the long-term conditions of European economic affairs—the nature of demand, the way demand was conditioned by social factors, for instance, the various states' insistence on spending fortunes on wars that could not possibly bring any kind of commensurate economic return, or the locking-up of immense resources in churches and monasteries. In this section, factors such as population, technology and class structure are all discussed.

Carlo Cipolla's touch, and his sense of the human in what can be a dull unknown subject, never fail. Some of his chapters, such as that on 1680 or Charles II, are brilliant. One was celebrated by the public execution of 318 accused persons: some of them sentenced to recital in the flames, no doubt this was meant to supply some kind of admonitory effect and, if so, failed. This book is distinguished by its supply of out-of-the-way information on social conditions and technology in particular, and deserves to be read as background literature to the political history of the time.

Carlo Cipolla is always aware of a central problem: why societies change. He writes: "When a society shows vitality, it does so at all levels, not only the economic, and it succeeds better than other societies which seemingly have the same amounts of resources at their disposal"—Renaissance Italy and the Dutch being the cases he considers. He suggests, quite correctly, that there has not been enough analysis of the cause of this phenomenon. He has constant awareness of the social basis of economic growth or backwardness, and is illuminating in general, only in relation to Catholicism (not in Protestant countries reading and writing were taught, where in Catholic ones, the bulk of the peasants remained illiterate until the modern era". Why? Yet if this book raises as many questions as it answers, it is an excellent piece of work, which deserves to be read as a background to economic problems of early modern Europe.

Professor Kellenbenz has proceeded by a more orthodox method with his discussion of the economic growth of Continental Europe between 1500 and the mid-eighteenth century. He writes chronologically, and each chronological section has several parts in which population, coinage, transport, agriculture, etc, are discussed, without much effort, to relate them, or, for that matter, to connect them with the succeeding chronological section.

The chief value of this book is the enormous amount of information it contains. Carlo Cipolla quite openly refuses to discuss financial techniques for fear of being a bore. This fear does not deter Professor Kellenbenz's juggernaut as it moves through banking problems of the early modern era, and it is unfortunate that such a weight of information does not appear to have much of a philosophy behind it, or, for that matter, much relation to the social factors so excellently described by Carlo Cipolla.

The story that Professor Kellenbenz gives us is one of endless progress not only in the economies of Western Europe and, also, in the Eastern European ones as well, and naturally the question that such overwhelming evidence raises is: why was England first of the many with the Industrial Revolution? Professor Kellenbenz offers no answer to this one, and it limits the value of what would otherwise have been an impressive work.

The translator, Gerhard Benecke, has done a good job, given the limitations imposed upon him. It would probably be best if publishers allowed translators working from German to completely free hand to paraphrase and omit as they thought fit, for German is virtually unique in what it regards as good style, and in almost all German historical works, even jobbery direct from the stein can be a deterrent to western readers.

A final enigma

John Gretton

Francois Mauriac: A Study of the Writer and the Man. By Robert Speaight. Chatto and Windus £7.00. 7011 2145 9.

I must confess that I had expected something rather different. In the case of Francois Mauriac, "a study of the writer and the man" suggests two main areas of exploration: the powerful, dark, matriarchal society of the Bordeaux bourgoisie, as morally corrupt as it was full of rectitude, into which Mauriac was born and of which he wrote so well in his novels; and the latterday political journalist, the polemicist of the right, the Gaullian apologist, the ideologue of the Fifth Republic, more used, perhaps, than he was aware. The two sides of both the writer and the man were, moreover, linked in ways which Mr Speaight does not even touch upon. Bordeaux and the women's vote were two of the strongest citadels of Gaullism: was there something in Mauriac's roots that drew him, as it must have drawn so many of those he portrayed, to transfer some part of his faith from God to mammon?

For his source material, Mr Speaight has largely confined himself to Mauriac's published writings. He has thus had to resort to many of the cruder tools of the biographer's trade: the "no doubt he was . . ." "no boy ever . . ." "he must have remembered . . ." and that most irritating of circumlocutions, the casual passer-by. Where the author does intrude it is to summarize in the occasional well-turned phrase which at its best illuminates even if it rarely explains. Thus, on private morals found its compensation in the passion for property." I for one would have learnt more of both Bordeaux and Mauriac if the hypothesis has been reversed and then argued.

Again, the political stances which Mauriac adopted are never argued, and the background to them is treated most sketchily. Enormous assumptions are made about the reader's historical knowledge: the origins of the war in Indo-China, the events leading up to the deposition of the Sultan of Morocco, the nature of the Rassemblement du Peuple Français.

A similar contradiction is apparent in the treatment of the novels. The story of each is summarized in chronological order, so that, at the same time, the book reads like an account of the sub-plots of Shakespeare's histories, dotted about with Dukes of This and my Lords of That. At the same time, sometimes best known heroines, et Thérèse Desqueyroux and Pian, appear long before the

As the introduction points out, most documents necessarily only refer to the subject's life in the public sphere. Most children, especially in the earlier part of the period, could not read or write enough to record for themselves. Moreover, individuals tend to appear in official reports when they have deviated from the norm in some way, and, in the case of the poor and weak, far more often for transgression rather than merit. The interesting examples in the first section on birth and death are most often victims of accident or cruelty.

The section on apprentices does not provide very interesting documents, although a set of register entries, for 1702 shows how they were signed up for seven years of their life, while another document shows how easily an apprentice could fall foul of the law. There is no source of material for an apprentice's life at work or in his master's house. Like much domestic detail, such subjects have probably gone unrecorded.

The best two sections are on poor children and school children. The Kingston area is fortunate in having records from school heads who were aware of the value of good publicity and who kept lively log books. Subjects ranged from children's health and attendance at school to the curriculum. Without any bogus attempts to personify the Kingston child, individuals do appear, like the girl who rebelled against uniform, but the adults who kept the records come over more clearly.

There is the medical officer who recommended improved diet for his charges in the workhouse, that their flour gruel be made from milk instead of water and that meat be added—"a little meat" that is. Children were given moral lessons under the title, "Why little children go to school", and the teacher recorded they were to learn "to be useful", "to be industrious", "how little we know" and "to acquire habits of regularity".

Photographs usually tell us slightly more about the subject depicted and less about the preconceptions of the recorder. There are some attractive ones from the first decade of this century, mainly from newspapers, as well as posed ones of classrooms and school events. Newspapers provide accounts of school treats and school leavers as well as children in trouble. There are only photographs to describe children at leisure but this is not surprising as most childish games are played in secret.

Like many archive sets this one provides a model for teachers and it should stimulate them to have a good look at local history libraries and borough archives, and to encourage students to find such material for themselves. The set is technically excellent and could well be used a long way from its home from its locality. It would be a useful adjunct to any course on nineteenth century social history or a social studies course that looked at the changes in children's lives. The material also provides a good introduction to the use of original resources, a skill which is relevant to people other than historians. Every school leaver would benefit from reading a newspaper with an eye on the assumptions it makes.

Race and morality

The National Book League has recently issued two bibliographical booklets: *Books for the Multi-racial Classroom* (in conjunction with The Library Association Youth Libraries Group) and *Moral Education*.

The first is a selective list, with a specific aim—to stave off the ignorance of children growing up in a multi-racial community where books are available to teach a child about previously alien backgrounds, and to give him a sense of pride in his own. The geography, culture and religion of the Indian sub-continent and the West Indies are covered, as well as picture books, folk tales, and poetry. A list of specialist bookshops is also given.

Harold Blackham and Wendy Doe, of the Social Morality Council have compiled a list of books on the theory and methods behind the teaching of moral education, and they divide their bibliography into two parts: moral education in general (history, current issues, parent/child and teacher/pupil relationships) and its place in the curriculum with subjects looked at individually (religious education, science, social studies, the humanities, health and biography).

Books for the Multi-racial Classroom and *Moral Education* are 50p and 65p respectively, plus 10p postage, from the National Book League, 7 Albemarle Street, London W1X 4BB. Information about forthcoming exhibitions of books from the bibliographies may be obtained from Michael Goff at the NBL.

From "Kingston Children": a maypole dance at Bonner Hill School, 1922, and a charity boy of 1836.

Gruel and moral instruction

by Deborah Thom

Kingston Children
Royal Borough of Kingston upon Thames. Archive teaching unit 2. £1 plus 30p postage and packing. from Surrey Record Office, County Hall, Kingston upon Thames.

This is the second set of archive material from Kingston and it surpasses the first in technical quality and selection of material. The subject is immediately appealing; the pack gives school children an opportunity to compare their own surroundings, curriculum and expectations with those of children for the past 350 years.

It consists of a useful introductory handbook and 50 items (with transcripts if difficult): photographs, letters, school log book entries, newspaper reports and governmental material ranging from 1638 to 1917.

Mr Speaight is at his best in writing of that which interests most—the Christian spirit and the demands of the flesh—Mauriac between the calls of and his arguments and discussions with similarly tortured souls, Graham Green, Paul Claudel, André and so on. They were all linked with a strong sense of sin, which our pleasures. But the contrast relation hip between virtue and is spoilt for the reader by Speaight's excessive modesty. belong to that immodest wrote Mauriac, "which causes talk of God." Mr Speaight him as also belonging to the lovers. In his novels, Mauriac described spiritual passion most effectively of its strongest if that modesty will do writer, it will not; at least day and age, for the

What Paris that so many Mauriac the same time revulsion? To read his there was only one woman from family) in Mauriac's life wife, who barely gets a except for the remark that never bored in his company what, precisely, about his And what was the subject crisis of middle age, a much is made of it in the adolescent hero, a bit of there . . . or even a spot of tion? The mind boggles—and in the end has to do with evenings at the Embassy and the internal politics of the Académie.

Authentic replicas

by Owen Surridge

Teachers may be surprised to discover some useful additions to their stocks of visual aids among the tourist souvenirs produced for the Department of the Environment and sold at various ancient monuments.

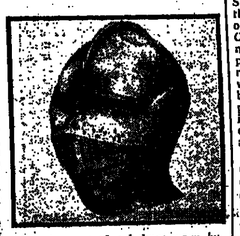
Naturally the list includes its quota of cheap trumpery but there are bargains to be had at porcelain prices—a set of ancient coins, for example, and some rarely seen seals of medieval monarchs, along with Roman pendants and Elizabethan rings. They are all plastic replicas, of course, but made with great concern for authenticity.

Among the publications there are fine sets of drawings of knights in harness, soldiers of Rome and contestants in the English civil war. These are the work of Mr Russell Robinson, an acknowledged authority on the subject, and although they are intended primarily to be coloured, and cut out, they would make excellent wall charts. At 8p each they are a bargain.

There are wall charts proper, as distinct from posters, the best offering an introduction to the Roman army, the Norman invasion and the Tower of London, this last a detailed plan that at 35p must be the cheapest in the business. Anybody ordering one of these must be sure to specify "wall chart", however, lest they are sent a poster on the same subjects: these are not of the same quality, and are best left for the tourists.

There is also a fine and unusually explicit chart showing the kings and queens of Great Britain. Learning names and reigns by rote is no longer fashionable, I know, but since these names are keys to since these names are keys to knowledge of them is necessary and this chart gives by far the clearest exposition of this complex subject that I have seen; it ranges from AD 820 to the present day. The chart was edited and drawn by professional heralds.

In time the DoE hopes to enter more directly into the education market but there are fears that this development may be delayed by the economic climate. Meanwhile a priced catalogue of the existing range can be obtained from the department's shop—the Historic Monuments Centre, 26 Parliament Street, London, S.W.1.



Plastic copy of a helmet worn by Henry VIII.

A dossier of the Terror

by Nigel Richardson

The French Revolution
By Robert Lacey
Jackdaw No 147
Jonathan Cape. £1.50.

Jackdaw No 147, a revision of two earlier dossiers, charts the course of the French Revolution from its outbreak in 1789 to the fall of Robespierre in the summer of 1794.

Document 1 provides an excellently lucid account of the flaws in the Ancien Regime, explaining the privileges and duties of the three estates, administrative confusion and economic backwardness, exploitation of the peasants and the corrosive disillusionment of the philosophes and other bourgeois groups. There is emphasis on Louis XVI's failure to back up a succession of reformist ministers in the face of opposition from vested interests.

Document 2, the chronology, which we are told is all-important, is in itself a good mixture of narrative and contemporary quotes, but is considerably more demanding than most Jackdaws. A pupil using this to work on his own will need to be good at cross-referencing to the biographies in document 10. Unless he is very able, he may have trouble even then in unscrambling all the different individuals and parties.

Coverage of events is uneven. Despite a useful translation of document 6, an extract from the Declaration of the Rights of Man, some of the facsimiles seem to serve little useful purpose. Document 3, for example, is a largely illegible reprint of the letter banning the meeting of the third estate in mid-1789.

Despite the most powerful account of the execution of the King, it would surely have made sense to cut down the hugely detailed section on the Bastille, to make room for better illustrations of the Terror—the making of the deathmasks perhaps. There is too little linking narrative and too many documents, some of which are less important in themselves than their inclusion will suggest to the reader.

Most unsatisfactory of all is the historical limbo in which the pupil is left at the end. The dossier breaks off abruptly at the end of the Terror; no hint of whether the revolution succeeded or failed, of whether Napoleon betrayed or fulfilled the original revolutionary ideals, no mention of the discredited Directory.

These omissions make the later questions in the "think for yourself" section almost impossible to answer unless the reader also has access to other material. The unprecedented role of the Paris mob at every stage needs more emphasis, together with the relationship between growing internal hysteria and stupefied external hostility.

Few topics are harder to reduce to manageable form than the French Revolution. But the "patch" approach which Jackdaws imply has been a little too patchy in this case.

Pictures of prehistory and plants

Life Long Ago and *Plants* are new titles in the Macmillan Our World wallchart series. Each title comprises 24 colour charts, 20 giving information and four being "stimulus" charts intended for use in group discussion or for creative work.

Life Long Ago covers fossils, amphibians, the evolution of mammals, prehistoric reptiles, birds and mammals and on the evolution of man. The stimulus charts are on fossil fish, dinosaur eggs, the *Seymouria* fossil amphibian and cave painting.

The Plants charts include detailed photomicrographs and drawings of flowering plants, trees, plants without flowers, plant food supplies such as roots and leaves, and harmful and unusual plants. Our World wallcharts cost £7.50 plus VAT for each pack.

Further information can be obtained from Macmillan Education Ltd, Houndsmills, Basingstoke, Hants.

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ep Educational Productions Limited, Bradford Road, East Ardsley, Wakefield, West Yorkshire WF3 2JR.

Playing about

A versatile plastic play ladder has been introduced by Newbourne Watson Plastics. The Playabout can be used as a ladder or with castors as a bus or sleigh. It can be put on a pivot and used as a see-saw or roundabout.

The toy is made entirely of plastic, with nylon castors, and can be used both indoors and out. The makers say it is non-toxic and virtually indestructible and can be cleaned with a wipe. The Playabout costs £45.

Information can be obtained from Newbourne Watson Plastics Ltd, Bedford Grove, Bulwell, Notting ham.

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Photography courses

The Royal Photographic Society has organized a series of weekend teach-ins for amateurs and professionals. It hopes the courses will give specialist information and "provide the kind of background knowledge which will kindle new ideas and interests". The types of photography under discussion include documentary, portrait, adventure, nature and architectural.

The teach-ins will be held in London on the first weekend of every month between November 5, 1976, and March 4, 1977. Fees start at £40 and some include hotel accommodation and rail fares.

For further details write to the Royal Photographic Society, "Teach-Ins", 14 South Audley Street, London W1Y 5DP.

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TES/22/10/76

Synthesizing the arts to improve the imagination

FRANCES FARRER discovers an unusual interpretation of resources

An exhibition of works by, among others, William Blake, Paul Nash, Michael Ayrton, Arthur Boyd, David Hockney, Augustus John and Terry Frost will be shown at Didsbury College of Education, Manchester, from October 25. The works are only part of a collection of drawings, paintings, engravings and manuscripts on subjects related to literature which together constitute the Manchester English Resource Unit.

This interpretation of the word resource belongs to Allan Freer, senior inspector of schools with responsibility for English, who believes the collection is unique. It reflects his personal vision of the relationship between word and image. "The idea of a divided culture, of disparate disciplines, is quite inaccurate", he says.

He first saw this, as a sixth former, when his teacher suggested that Addison's essays, which they were studying, had the same qualities of proportion and restraint as the Georgian houses opposite the school. Mr Freer believes the link between disciplines to be important enough to justify buying works of art, many of them original, for use in English and humanities courses.

Interpretive, illustrative and documentary works are included in an attempt to "rouse the imagination through the eye as well as the mind and the emotions". Children studying war poets such as Siegfried Sassoon, Rupert Brooke, and Wilfrid Owen, can relate the verse to lithographs by Nash, Frank Brangwyn or Eric Kennington.

Blake engravings can be borrowed for classes reading his poetry. There are manuscripts by the poets Anthony Thwaite and Jon Silkin, showing revisions and workings. Work has been commissioned from Terry Frost and Percy Kelly, a calligrapher.

The collection was begun about three years ago with encouragement from Mr Alec Exley, Manchester's Chief Inspector. An astonishing number of original works and facsimiles have been acquired for the £9,000 spent so far. One or two artists have donated work, some others, interested in the project, have sold for less than the market price. Not surprisingly the balance reflects Mr Freer's taste and interests. Poetry comes first, then drama, then novels.

Materials from the resource unit can be borrowed for half a term or a term and have been lent to schools and colleges and used for one or two exhibitions. Storage facilities are poor, viewing extremely difficult and there is still no comprehensive catalogue.

Teachers hear about the collection from Allan Freer on in-service courses or through exhibitions. So far the material has not been borrowed very often, possibly because few teachers know about it, and it is hoped the Didsbury exhibition will help to publicize it. Possibly another cause of borrowers' reticence is that English teachers do not share Mr Freer's ideas about the relationship of art forms.

Borrowers are almost unanimously enthusiastic. They have included infant and primary schools, who tend to use the materials for creative writing. Secondary schools have adopted different approaches: the Blake engravings were borrowed by one school for use as illustrations to the poems and by the art department of another to help with their study of pen and ink work.

Several teachers thought the children were impressed by the fact that the works were original. Miss Cockayne, head of Chorlton Park junior school, considers this "the sub of the matter". She says: "You can't do better than show them the real thing. They tend to admire the flashy but they're ready to appreciate the more subtle."

Perhaps the way the materials are used is of secondary importance and their main value is as stimulus. Arguably, both static and visual examples of the relationship of word and image are valuable without using original works of art. Mr Freer is adamant about buying the best. "If you don't have art about them will always be an alien thing", he says. "After all, children are in schools almost as long as they're in their own homes. It's right to put these things on walls."

The l.e.a., however, does regard the resource unit's collection as a luxury and have cut its budget, so in the immediate future the emphasis will be on cataloguing and publicity. Any teachers in the Manchester education authority can borrow items by contacting Allan Freer as librarian at the picture loan unit.

Using the materials can give a classroom a different dimension according to Mr Freer. It is simply a question of changing the habit of mind when you think of visual aids. We're in the job, after all, to improve the aspects of imagination."

● Illustrations by Edward Ardizzone for Blake's "Tyger" and Edward Ardizzone for Allan Farjeon's "Mrs Malone" at Chorlton Park junior school.

The language of music

by Ian Patterson

About Music and Musicians
by Gordon Gluyas
Work with Language series
Edward Arnold. £4.75.

This language teaching pack continues the work of *Language in Use*, concentrating on a variety of writing for different kinds of reader with music as the theme. The pack contains six sets of 16 sheets of extracts about music and musicians divided into seven sections. The teachers' notes suggest how the material can be used.

The sections are: music profiles, performance, record reviews, concert programme notes, record sleeve notes, record publicity and musicians on music. These are photographically reproduced on to rather flimsy A4 sheets, and the main focus of the set is discrimination, as those familiar with the *Language in Use* approach would expect. The author's notes are fairly clear about what the material is designed for. Who is the writing aimed at? For what purpose? How effectively does the writer do it? Then a closer look at the language—register, assumptions, stylistics, communicability, and so on.

There is nothing new in all this. It has provided us with plenty of general studies and English textbooks over the past 15 years. So, apart from saving us the trouble of finding the cuttings ourselves, what does the pack offer? The extracts from NME and the record advertising business are going to look dated rather soon.

The material could only offer structure to those who had enough time and a willing enough class to go through the whole pack in order and one suspects the omissions would require some skilful tracking. Particularly, and oddly too, what is missing is a sense of the context it happens in. The overwhelming impression is of the classroom when it should be of the market, because almost all the music encountered in this set is being sold.

There is very little writing about music and musicians in our society, and in showing this up, Mr Gluyas has done an extremely useful job. It is a pity it isn't explicit, because this pack might as well be about any other kind of advertising.

Holiday work

Projets de Vacances
Schools Council Modern Languages Project E. J. Arnold & Son Ltd. Butterley St., Leeds LS10 1AX
Complete Kit: £12.15 plus VAT.

This kit produced for the Schools Council modern language project contains existing items of *Avec Axle* 5 and 7 plus a new set of teacher's notes, making up a unified group of materials connected with planning a trip to France. It can be used independently of the main course and is designed to cover fourth, fifth, general sixth form and adult evening classes.

The teacher's booklet has suggestions on how to use the work and information on topics likely to crop up. The pupil's book is a reference version of the topics without any reference to the contents of the tape.

The pupil's book *Le Projet* is a 28-page A5 reference publication crammed with colourful information in French apart from the exercises on letter writing. The areas covered and reinforced by the excellent tape and strips are La Provence, L'Auvergne, Les Alpes, Le Val de Loire, Les Landes, Le Val de Loire, Les Alpes, and La Normandie. Students are encouraged to plan a trip to France and are given all the necessary information for doing this.

The pupil's book is backed up by two publications: *What do I say next?* and *What do I say now?* The first contains eleven exercises on situations such as arranging to see someone, asking the way and sending a telegram. The tape accompanies pictures. There are further suggestions in *English for social information*.

The tape is introduced in a dramatic way; the text is not entirely to follow but more advanced students will gradually become accustomed to it. Since there is a transcript the tape can only be used with the filmstrip.

As with most language kits, teachers are presented with a problem: find easier to use selective listening will find the tape too difficult for their pupils to follow and may want to use their own commentary with the filmstrips. Apart from the exam timetabling permission for teachers and pupils alike should be working on *Projets de Vacances*.

Some of the extracts from sleeve notes, if used with records, would be useful for discussion of the problems of writing about music. But one suspects that there is a contradiction between the Lonvis Thompson Schools Council Doughty approach to culture which provides the pack's theoretical basis and the open development that kind of skill. There are plenty of uses in this resource and it would be well received in many schools and further education colleges. But it is not quite what is says it is, nor is it necessary, nor will everybody find its assumptions unquestionable.

An architecture exhibition for children opens at the Castle Museum, Nottingham, on October 23. "Watch this Space!" has been designed to encourage them to think about the environment and how buildings are designed.

Visitors to the exhibition will move through a series of familiar scenes such as a railway station, beach and Shirewood Forest. Sound and lighting effects "heighten the realism".

The catalogue for "Watch this Space" is a four-page comic with pictures to colour and suggestions for further reading. Geraldine Mohally, exhibitions officer for the museum, is hoping to mount a follow-up exhibition of children's work resulting from this one.

"Watch this Space!" runs from October 23 to November 21 at the Castle Museum, Nottingham; admission is free; on weekdays 9a.m. to 5p.m., Sundays 2p.m. to 5p.m.

Puppets, role playing and therapy

Mr A. R. Phipps, puppeteer, educationist and instructor, has brought out a third part of *Puppets and Therapy*. This is a compilation of material written about puppets in psychiatry, remedial education, health and safety schemes, physio, occupational and speech therapy. The puppets are used with adults and children and the material is drawn mainly from doctors, teachers and therapists' contributions to *Puppet Post* and other publications.

The idea of using puppets for role playing in the treatment of neurosis seems to have obvious value and contributors write enthusiastically of their results.

Physical handicaps can also be overcome with puppets. Playing with puppets often produces spontaneous movements otherwise inhibited by fear or pain.

One piece from the *New York Times* tells of the most ungovernable convicts "struggling with needle and thread" to make gloves puppets for retarded children. Apparently the exchange had been an asset appearing low voluntary help and in a short time the prisoners were in production.

These three books contain some fascinating bits of information but they are hard to find in the uncoordinated arrangement of the material. *Puppets and Therapy* parts 1 and 2 cost 50p each, including postage. Part 3 costs 60p or the three parts together cost £1.50. They can be obtained from the Educational Puppetry Association, Battersea Town Hall, Lavender Hill, London SW11 5TJ.

EXTRA

INFORMATION BOOKS

Knowing your place

Marion Glastonbury on the environment

Kids' Historic London. By Elizabeth Holt and Molly Perham.
Abelard £2.95. 200 72177 1.

On Location series.
No. 14: London. By Jeanne Streatfeild. 263 06111 6.
No. 11: Villages. By Norman Goodland. 03587 6.
No. 13: Shops and Markets. By Warren Farnworth. 06110 8.
Mills and Boun £1.50 each.

Approaches to Environmental Studies.
Book 22: Power Supplies. By Leon Metcalfe. 7137 3496 5.
Book 24: Councils and Local Government. By G. A. Perry. 8355 1.
Beside the Seaside. By Felicia Law. Collins 45p. 00 671120 0.

"Environment" is firmly established in syllabuses and in children's minds as an important and measureable subject. It has its own monthly periodical, the *Bulletin for Environmental Education* published by the Town and Country Planning Association, and, as a discipline, it incorporates much of what used to be called geography, history, civics and social studies. The programmed texts and teachers' guides that are now rolling off the presses mark the recognition within schools that landscape is man-made and that maps and chaps should be studied together.

Two new books about London are portable enough to take on field trips, and both draw attention to noteworthy places and objects, but, whereas conventional guides direct you along routes within a locality, these divide up the territory chronologically, with chapters on Roman London, Norman London, Tudor London and so forth. The resulting compression of epochs hurls you at a hectic pace towards yet another convulsive period in British History with Londoners alternately holding their breath and heaving sighs of relief between the Bronze Age and the Blitz.

Kids' Historic London is a more staid volume than its title suggests, sparsely illustrated with delicate architectural drawings and a minimal street-plan of West End museums. The narrative is packed with close-printed facts in a format as sober as London Transport's 50p guide. For want of visual allure, the authors tell us repeatedly how good everything is: "absolutely charming" "marvellously dignified". Space saved by omitting superfluous superlatives would have permitted the completion of some tantalizing anecdotes. For instance, after George IV's extravagant rebuilding of Buckingham Palace, it was discovered when Queen Victoria moved into it that it really wasn't habitable at all". One longs to know what happened next.

Jeanne Streatfeild's *London* is a more inviting introduction to the heuristic approach. Her historical outline is enlivened by plenty of maps and pictures. (Alec Davis's photographs are much better than his drawings.) Her constructive questions, visual clues and guidance on techniques of recording would enable pupils to go off independently to pursue the "knowledgeable and helpful" vergers of Westminster Abbey and elsewhere.

Norman Goodland's book in the same series—*Villages*—gives interminable lists of potential informants, adding as an afterthought a warning against talking to strangers.

Knowing how much help the young researchers have been advised to seek from the village, one can see why the rural population might be united in a common homicidal impulse. The title is a misnomer since the author is really only interested in rural crafts. He devotes one third of the book to his own interviews with a gamekeeper, sedge-plaiter, thatcher, wheelwright, and makers of drains, hurdles and wrought iron. These turgidly technical chats have been reprinted from the *Hampshire County Magazine* and gardening journals. The book contains no suggestions for further reading and, like others in the series, it lacks an index.

Instead, we are offered snippets of etymology; Warren Farnworth makes at least three mistakes in his derivations. In general, *Shops and Markets* is stimulating and well-written in the early chapters, but as we enter this best of all possible centuries, the picture becomes rosy and vague. Readers would never guess that anyone makes money from the small trade. We hear of the success of Marks and Spencer; nothing of Tesco's more recent rise. We learn of the early struggles of the National Union of Shopworkers; nothing of working conditions and legislation after 1912. Supermarkets, hypermarkets and new towns are all wonderful, and Mr Farnworth sees no end to this sort of progress: "In 1975 there were about 15 million private cars in Britain. By the year 2010 the number will have doubled". Posterity might like to be consulted about this.

There are no reckless prophecies in *Power Supplies* by Leon Metcalfe. His substantial account of world energy needs and the past and present uses of resources makes it clear that the future will be determined, not by the blueprint of fate or the inexorable march of progress, but by human choices in which his readers have some share. They are encouraged to consider alternatives and consequences in the light of current ecological knowledge and concern. This is a solidly scientific, gimmick-free book, with photographs and diagrams on every page, and will be useful to readers of 10 and over.

Councils and Local Government was written by the series editor G. S. Perry—perhaps because no one else fancied the theme? It's a serviceable reference book if you need to know who is responsible for gas supplies in Ballymoney or sewerage in Dumfries, but a child would not gain a great deal from working through it from cover to cover, answering discovery assignments like this: "Which county or metropolitan county and district or metropolitan district councils look after the area where you live? Write down the addresses of the offices of the councils concerned. Make sketches or take photographs of these offices."

The pointless tedium of the exercise seems likely to confirm the electoral apathy which the author deplores. Any inquiring mind which suspects that councils have real power in real life, and wishes to find out about the allocation of council houses, the redevelopment of city centres or the effect of cuts in public expenditure will find this book the dustiest of answers.

Turn then for refreshment to a Lion. Original, *Beside the Seaside*, at 45 pennyworth of bright ideas on how to shape the environment into a pebble octopus or a beach sundial on a pressed grass collage. There's a conservationist warning against collecting live resources: "All you will end up with is a collection of dead ones."

All the birds in this picture have been discovered since 1965. This is one of the many beautifully drawn illustrations by Ad Cameron in "Bird Life: An Introduction to the World of Birds." (Elsevier-Phaidon £5.95) which complement Dr Christopher Perrins's crisp yet scholarly text. There are sections on Flight and Flying, Migration, Habitat and several other topics. This is a seductive book which could spark off a life-long interest in the subject or provide a pleasant informative half-hour's browsing in the library. An equally attractive book, "Birds and their World", by John Andrews, is published by Hamlyn at £3.95. This one depends on photographs for illustration and, although many of those are spectacularly colourful, there is, as a result, less emphasis on biological detail. A more specific, less glossy book, but one which might also be useful in the library is "The Winter Birds" by M. A. Ogilvie (Michael Joseph £6.75) which shows how birds adapt to live in the Arctic for part of the year and provides a detailed guide to 130 species which breed in the Arctic.

Salvaging and preserving

Bryan Waites

What on Earth are we doing? By D. H. Keen and G. E. Simmons. Ladybird 24p. 7214 0442 1.

Waste Not Want Not Series: Water. Air. Land. Energy. By Anne-Marie Constant.
Burke 95p and 80p each (Library £1.30).

At last the battle for the environment has reached the youngest readers. Previously it has been concentrated in the active involvement of secondary pupils through projects on the built environment and conservation in its widest forms. It has been considered by many that primary school children first needed to understand, observe and record before making judgments and evaluations of it. If it is valid to introduce environmental ethics to seven year olds, can it be successful—and how should it be followed up?

What on Earth are we doing? has a foreword by Professor Mellanby which sets the scenario; "This book shows us how we may possibly prevent further damage before it is too late. Unless we all work together to improve our world, then it will indeed be TOO LATE." The authors go on to examine changes on the land, new fuels and new wastes, pollution of air and water, problems of the motor car, the population explosion and many other related topics. They do this clearly and specifically with the aid of excellent detailed and humorous colour illustrations by Pat Oakley.

The combination of text and illustrations is most striking, but the vocabulary is too advanced for primary readers. The final chapter asks: What can we do?—answers suggest joining voluntary societies, taking part in anti-litter campaigns, writing to local councils, feeling indignant about pollution, resisting advertisements. Is all this within the scope of the readers?

The *Waste Not Want Not Series* is written for the youngest readers to "encourage children to contribute to efforts now being made to salvage and preserve what has been so recklessly disregarded in the past". According to the author "no one is too old or too young to care—to strive—to think—to act—to play his or her part in preserving and enjoying to the full the environment".

All the books in the series are attractive with interesting colour illustrations drawn specially by the author—but what a shocking waste of paper! Page 15 of *Air* has only six words on it. In *Energy* the last two pages are blank and unused. In *Land* pages 18 and 19 appear to leave spaces for pictures but there are none. Surely these books should practise what they preach. The cost of the books is too great for the value given; each book contains no more than 29 pages.

There is little doubt that we are all concerned with enhancing the quality of our environment. How we would like to live poses a vital question for us all. Are children so young able to answer it? Is the environmental ethic when introduced to the youngest children a special kind of brainwashing? These innocent books are an important start.

From pasture to pasteurized

Francesca Greenoak

Three Bags Full. 241 89369 0. **The Milk Run.** 241 89368 2. By John Claxton and Sally Doganis.
All-in-a-day Books. Hamish Hamilton. £1.75 each.

These books suffer a little from the coyness and sense of set-up drama which seem to be endemic to series featuring photographic sequences of children. These two star two young children, the son of the author and daughter of the photographer. Each book is planned so as to document a day of exploration—one following the subject of milk, so the through the subject of pasteurized on the doorstep from the cartons on the farm; the other looking at the wool process from sheep to garment.

Telling a story convincingly through photographs is a tricky business and whatever reservations one might have about the style in itself, the sequences in these books are admirably clear and informative. The text, too, is credible, part narrative and part conversation, set in large type, placed in readable short blocks on well-designed pages.

The Milk Run shows Andrew and Eve making a visit to the farm from which their daily milk comes. They see the cows in the fields and at milking and the facts of life about how bulls and calves fit into the story are nicely and unobtrusively explained. From the farm the children follow the milk tanker to the bottling factory; there are good large pictures of them investigating this machinery and clear and simple descriptions of the processes which are carried out there.

Three Bags Full follows the same general pattern, starting with the sheep in the field, through shearing and weaving, then back home where the children see how many woolly things they can find in everyday use. The subject lends itself to photographic presentation and there is a concise and imaginative section on spinning which makes quite clear how wool makes the transition from fleece to yarn, showing it spun first on a traditional loom, then on mechanized carding and spinning machines.

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Archaeopteryx and poodle

Stephen Barber on natural history

Have Fun with Nature (4 books). Macdonald Educational. 30p each.
The Life of Plants, Weather, Dogs. (Easy Reading Editions). Macdonald Educational £1.75, £1.60, £1.60.
Collins Book of Prehistoric Animals. Collins £1.95.

Have Fun with Nature consists of activities taken from the parent series *Introduction to Nature*. These are aimed at children of eight and over, and each of the new books deals with three parts of the natural world.

In the first we have birds, insects and plants. We are told how to attract birds to the garden and how to look at them; bird books and clubs are mentioned. There are plans for making a bird-table and even a nest box, though this requires two saws and some accurate carpentry. Drawing birds is made to seem easier. Other information includes some odd facts: the fastest runner (the ostrich), the greatest wing span (the marabou stork) and so on. These smack of the *Guinness Book of Records*; more useful is the short glossary, which includes brood, clutch, and gizzard.

All this comes to 10 pages—with pictures. The insect section includes making a moth trap as well as collecting and rearing insects from tree or pond. Background information includes a chart of the insect world. The plant section is similar but is perhaps less practical: is it sensible to suggest making a window box when ordinary flowerpots are not even mentioned? Other activities include drying and pressing flowers and decorating with potato cuts. There are also experiments to demonstrate such things as osmosis and phototropism.

The other books in the series follow the same pattern. All give background information and suggestions for drawing and modelling. The second deals with fish, molluscs and sea mammals. There is good advice on aquariums, but snails and shells seem to need a lot of equipment if anything is to be learnt from them. The third introduces visits to farms, zoos and museums. The subjects are monkeys and apes, animals with hooves and meat eaters. Modelling includes making plaster casts of animal tracks. There is also advice on keeping kittens and puppies, though perhaps it is odd to suggest using earth, ashes, peat or sawdust for toilet trays without mentioning commercial litter.

The fourth book is the best, with model dinosaurs and advice on keeping terrapins, tadpoles and tortoises. Instructions and warnings on keeping small mammals such as guinea-pigs and rabbits are also here. Fossils are mentioned, though it is meaningless to call the skeleton of *Archaeopteryx* the "most valuable" fossil. Despite a few faults like this, the series offers good value at a low price.

The parent series is now also being issued in Easy Reading Editions. They use the same pictures as the original, but simplify the text: sentences are all short and without subordinate clauses, but technical terms are retained. The result can be unhappy: "*Bryophytes* (bry-o-fites). This is a group of plants. Moses [*sic*] and liverworts are bryophytes." The relevant fact that these plants have spores not seeds turns up elsewhere, but this remark is pointless. And the misprint is more confusing to poor readers than to the able.

Still, *The Life of Plants* offers a good deal of interesting miscellaneous information. The illustrated explanations, such as of grafting and taking cuttings, do make their subjects clear. But the book suffers from having no guiding theme, nothing that makes one want to turn the page to read on.

Weather and Dogs are in the same style though based on a different series. *Weather* is well organized, beginning with the sun, then wind, before moving on to clouds and their behaviour. Some of the illustrations are remarkable: the weather chart with its graphic symbols, the diagram of a thunderstorm, and the silver cross on a dog with shells since it had been buried in a shipwreck. And did you know that riots happen most often in dump weather?

Dogs is by no means one of the papers; it begins by explaining that a whole dog family. Again the pictures are good, and some of them evoke strong reactions: one shows a dead dog hung up for sale in a shop in China. The text is, however, constantly makes implications which are not taken up: "Some people buy dogs as Christmas presents and then turn them out later." "Your dog is having its hair dyed." Some of the hints on working dogs, such as the use and guidedogs for the blind, are unhelpful on pets.

Prehistoric animals is altogether superior production. The text and pictures have been checked by an expert, and once, this is not a book of dates, the same team already have their credit. Twelve animals are described with their habits reconstructed in the form of mini-plains have spores not seeds turns "Eyes fixed unwaveringly on a water hole, the salmon-eater waited patiently." The author draws on scientific knowledge, mentions doubtful points, and the pace of discovery. The giant sloth drowns in a pool of water, but sinks into sticky tar-pits a thousand years later, where it is discovered its bones when a road. This is an animal book of the best kind.

Oak, ash and elm

Francesca Greenoak

Trees and Bushes of Europe. By Oleg Polunin with drawings by Barbara Everard. Oxford University Press £5.25. 19 217631 5.

Tree identification books are notoriously difficult to use. It is far more taxing to convey something of the size and variety of a tree in the pages of a book than it is to depict a wildflower. On first appearances this book seems to be more complicated than most; a conglomeration of small pictures obscurely labelled accompanied by short but dense pieces of text. However perseverance brings its reward.

The opportunity of using several small photographs for each species, plus excellent illustrations picking out special details means that one has the advantage of seeing the tree from a number of different perspectives, with features that occur at different seasons of the year. Examine the reference for the sweet chestnut to see how successfully this composite system of identification can work. We see the tree in long shot, just coming into leaf, to show the shape and branching pattern. A middle range picture of the trunk gives us the characteristic swirl of the red-brown bark. Then there is a photographic close-up of leaves and fruit, next door to which male and female flowers and fruits in various significant stages of development are picked out against the outline of a single leaf shape.

The book provides wide coverage including some interesting species native to Southern Europe like the shrubby gormander, tree heathers and the silk vine. It is also quite reliable on "difficult" families like the willows and limes. There is a short but interesting section on the end of the book which describes timber and landscape values and the domestic and medical uses of selected trees, but this is first and foremost an identification book and a reader looking to find out about trees would do better to look elsewhere.

This is, however, a very good identification book (like all books it claims that it will "enable the reader to identify all the native trees and bushes that grow wild in Europe", but like many professional botanists, Polunin has difficulty in writing descriptions readily comprehensible to the lay enthusiast. The friendly introductory advice on forbidding ring to it: "the larger genera there are dichotomous keys to aid you", even with the help of a dictionary some of the terminology is difficult to prove difficult for the beginner, as for instance this piece on the "calyx-tube with ovary adhering, lobes, broader than long, and long projecting filaments".

Watery worlds

Sally Festing on ponds

The Edge of the Pond. By William Condry. Oak Tree Press/Ward Lock £2.50. 7061 2152 X.
The Pond Book. By John Dyson. Kestrel £2.25. 7226 5155 4. Puffin 75p.

Conservation, ecology and environment are fashionable. During the sixties a few people began to worry about the principles behind the relationship of life to its surroundings. Throughout the sixties like topics bubbled up increasingly, and since the beginning of this decade they have bombarded us. They are no longer specialized interests; these books deal with the new material of all three.

Both studies contain photographs of young people fooling in a pool, and both end with a practical section on building and observing pond life. Here all resemblance ends. For the first, confined qualitatively to its subject, nearly dictates and contains, while the second is alive with the nerve endings of inquiry.

Introducing his pond with a definition "a small body of fresh water shallow enough for the light and heat from the sun to reach the bottom", William White methodically progresses through pond ecology: interrelation of life and cycles of individual flora and fauna. His subject is, of course, more specific—only the pond's edge. There are 70 illustrations; the majority of them highly magnified photographs, but their quality is uneven. But the technical jargon is clogging and the book is, after all, by an American for Americans. Comments like "... the prized purple is the largest animal of the pond", are bound to be, to some extent, irrelevant.

The Pond Book could not possibly be faulted on this count. The common frog is no longer common, and the text itself is often reared to a tidy ditch. About a foreword in which the Pond Campaign, there is a background section about the pond as part of our heritage: once a part of village life, it was neglected during the motor age and now, as witcel has turned, it needs to be conserved.

The second part deals with life that teems inside the pond's world. We are given a wealth of facts from the familiar to the obscure: a dragonfly, we learn, has 30,000 facets to each eye; in biology, the oxygen cycle, the food chain and branches of the animal kingdom are also brought in.

There are 13 beautiful colour plates as well as black-and-white diagrams, spanning a range of the inhabitants from heron and pond vole to kingcup and pond skater. The reader whose appetite has been whetted will need to refer to more specialist books for details of individual organisms; but the book is calculated to set a young naturalist with net and note pad.

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From first to last

Henry Pluckrose on encyclopedias

Junior Pears Encyclopaedia (16th edition).
Pelham Books £2.60. 7207 0918 0.
Countries of the World. Compiled by Kenneth Bailey.
Collins £1.25. 00 10 6301 4.
Beginners Encyclopaedia. By W. D. Wright.
James Nisbet £1.60. 7202 0860 2. £1.90. 7202 0861 0.
Children's Encyclopaedia of the World.
Usborne Publishing £1.95. 86020 065 5.
The biggest, smallest, fastest, strangest book. By Cliff Andrew.
Cassell £1.95. 304 29739 9.

Encyclopaedias which we provide for young children should meet a number of criteria: they should be simple to use, provide a width of information and they should entertain. If this latter quality is present, encyclopaedias become browsing books, books which are dipped into to fill empty moments; if it is lacking, they tend to spend much of their time untouched on the library shelves.

I cannot imagine many children dipping casually into *Countries of the World*. It reads like an extract from a digest of economics. Here one can find all those facts which tell us a great deal about position, size, agricultural crops and industrial production of the nations of the world without giving any "feel" of the people who live in them, of their culture, spirit and individuality. There are pictures, some of which have quaint captions (like "The challenging peaks of the Himalayas in Nepal" and "Cuban cigars are regarded as the finest in the world") but I cannot see the point of producing a book which reduces each country to a statistic.

The *Beginners Encyclopaedia* by W. D. Wright is a much more useful book, with entries as varied as Caesar, Mars and Polo in dictionary order (where appropriate supported by pictures). It contains a basic atlas, lists of things which interest children of all ages (like Roman numerals) and a section on things to do; it will prove useful in classroom libraries in infant, junior and middle schools.

The *Children's Encyclopaedia of Our World* relies almost exclusively on pictures, illustrated maps, comic strips and diagrams to show something of the diversity of the world in which we live. The book is divided into three parts—The Earth, The Seas and picture maps of the world (all of which are supported by an extensive index). It will undoubtedly prove attractive to children (particularly the less able) who need pictures to give shape to words. It is perhaps a pity that the production is a little brash and the colours over bright; the quality of reproduction surely matters—for books which children use should lead them towards an appreciation of the subtler tones and textures which can be found in the environment.

"Biggest, smallest" is not so much an encyclopaedia as an anthology of odd facts, a child's *Guinness Book of Records*. It is certainly a browser's book, but, as its title suggests, it seeks to amuse rather than to present information which might be of use to an emerging academic. I cannot believe that anybody really wants to check the world record for prune eating or the land speed record of crabs.

Perhaps all these books fail to some extent because their compilers have not managed to achieve a balance of scholarship and humour. It is here that Junior Pears succeeds and fascinates. It contains such a wealth of facts, many of them useful, some of them quite worthless (unless supported by information culled from elsewhere). Where else in one volume, for example, will you find an entry noting the battle of Zutphen (1586) in five words, a comprehensive and well-written definition of radio activity, a list of Badminton Champions since 1960 and the morse code?

It is the range of content which makes the *Junior Pears Encyclopaedia* so attractive and so delightfully quixotic. For all children (and grown ups) who are fascinated by quiz programmes on television and radio, this volume is essential to every school library, valuable bed-side reading ... and just right for settling those staff room arguments.

The fact and fiction of food

Audrey Laski

Mr Munch Meat.
Mr Munch Fish.
Mr Munch Salt and Spices.
By Dilys Owen.
Frederick Muller £2.25 each.

When I was a child I used to think that the boring factual texts we were presented with in school could easily be made much more enjoyable if they were rewritten as stories. Now I see that it is not as easy; Dilys Owen is doing exactly what I demanded, and I am not sure that it works.

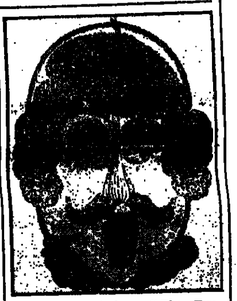
The aim is admirable: to present a great deal of information about familiar foods and how they arrive on our tables in a lively and attractive format. The medium is the Munch family: Mr Munch, a widowed, widowed grocer, his housekeeper, Mrs Mann, a comic stereotype from old-fashioned English detective stories, and his appallingly spoilt all daughter Josephine.

Mr Munch, comfortably bored in retirement, takes up research projects about foods, but Josephine always knows more than he does, and he eventually retires with relief from the field she triumphantly holds. Sometimes zany relations or characters of even purer fantasy (like Duke Munch and his encyclopaedia-collecting daughter Geraldine, fairy-tale mirror-images of Mr Munch and Josephine, who turn up in *Salt and Spices*) are introduced to account for the range of information offered—or Mr Munch has a weird dream which adds both absurd adventure and still more facts.

All this is amusing and engaging, particularly the reversal of expectation by which the child is teacher of the man, and the facts are, on the whole, accurate. Moreover, Angela Lever's illustrations are excellent, whether she is drawing Josephine, all legs and smirk, a page of carefully contrasted fresh-water fish, or a woolly lamb neatly organized into joints.

But I am uneasy about the total effect, and for more than one reason. One difficulty is the author's self-consciousness about the nature of her books. As Josephine, or Aunt Maud, or the dire Lady Geraldine holds forth, Mr Munch, or some other listener, responds adjectively: "interested", "dazzled", "dazed", "intrigued"; until saturation sets in and "Suddenly, he wasn't very interested in fish any more". The adjectives and adverbs proliferate, and may well be counter-productive in young readers, who could refuse to be dazzled, but delight in being no longer interested with Mr Munch.

More saddening for me, because it runs counter to my childhood belief, is the feeling that the story makes it harder, not easier, to absorb the information: harder to perceive the relationship of one set of facts to another, to order them in any hierarchy, to select any that one particularly needs. This may be the result of adult habits of research, and a young reader might not have the same difficulty; I would like to think so.



Artist's Salad from "The Fun Food Factory" by Nanette Newman, with illustrations by Alan Cracknell (G. Whizzard/André Deutsch £1.95). Other recipes are more sensible, some—like Brown Bread and Honey Ice Cream—original, if expensive. All use "healthy, wholesome" ingredients.

Within the gates

Peter Fanning

Let's Go Series.
The Library. By Frank Peacock.
0 7136 1587 X.
The Hospital. By Frank Peacock.
0 7136 1578 0.
Franklin Watts £1.50 each.

Two new information books in the "Let's Go" series deal with a first visit to the library and the hospital. They are attractively designed with plenty of full colour photographs and are aimed at providing young people with an introduction into what goes on in these mysterious institutions. It is an excellent idea, especially in the case of the hospital, where a child may be separated, perhaps for the first time ever, from all that is near to him; and ushered into a world of white coats and miles of barren corridors.

In general, the photography in the "library" book tends to be more illuminating and less variable than in the "Hospital", whose standards of lighting and composition occasionally leave something to be desired.

The text itself is simple and clear. Special words like "hospital", "ill" and "doctor" are introduced in heavy print and there is a list of these words at the beginning of each book. At the library we are taken from the simple idea of borrowing rather than buying books through library tickets, children's corners, types of books, indexing and care of books. Only the conclusion is unsatisfactory; a comment on special books with large print seems a curious way to end.

The "hospital" text is more shapely, beginning with illnesses and ending with joyful departures. There are accidents, operations, ambulances and injections; porters, prescriptions and play rooms. And there are plenty of friendly people to dispel the apprehensions. I hope all hospitals are like that.

Scouting

The Cub Scout Annual 1977
£1.25. 7235 0349 4.
The New Scout Annual 1977.
£1.35. 7235 0360 5.

The Cubs and Scouts are banging the drum right now, for their sixtieth and seventieth birthdays respectively. On the evidence of these two annuals, the days of doing nothing but good deeds in a naughty world are past. Though the Scout annual is more overtly geared to scouting activities, both offer a lively collection of articles, stories, tips, information, from folk music to Concorde.

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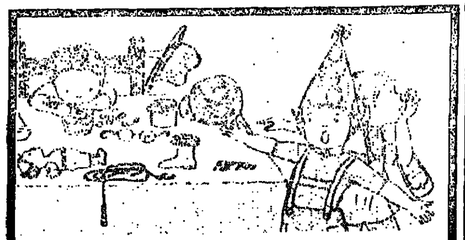

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Heinemann Young Books

Pre-history pictured

Charles Thomas

The Hamlyn Book of Early Man. By J. Kleibl.
Hamlyn £1.75. 600 3709 5.

The Atlas of Early Man. By Jacquetta Hawkes.
Macmillan £10.00. 333 19897 2.

Atlas of Ancient Civilizations. By Keith Branigan.
Heinemann £4.90. 434 08540 5.

The Hamlyn Book of Early Man is a 1975 (Czech) *Artia publication*, with a straightforward, not too difficult text, and a great many illustrations in colour by Zdenek Burian. It just touches on the Neolithic period *at the end, but is mainly* concerned with the evolution of hominids from ape stocks, the evolution of stone tools, hunting activities, homes and the growing evidence for ritual and other signs of intellectual progress towards modern man and his self-created predicaments.

There have been quite a few books of this kind; but the pace of *discovery of extremely early* hominids, notably in Africa, and the slightly unsettled state of paleontologists' views about such beings, mean that it is hard for the layman to follow current thinking. This book is pretty well up to date, contains no glaring errors, has most attractive and informative illustrations, and would be—particularly at its low price—a first-class introduction for children from about eight to 14.

The Atlas of Early Man is a handsome volume, with over 250 pages; anyone who opens it expecting to find it full of maps will be disappointed. The maps, in a tasteful white-pink-grey, with fine small lettering, take up only the last 16 pages before the index; it *is really a generously illustrated* gazetteer. The trendy, fussy, layout is in the style of *Time-Life* or the *National Geographic*, but the design and printing are both British. Dedication and introduction explain that the purpose of the book is to answer the question: "What happened at the same time as what?" It is thus not an atlas, but a concordance, synchronology, or dictionary of dates. And if many people do ask this question, do they, one wonders, expect an answer on so lavish and complex a scale?

On the other hand, the ambitious coverage (the world from 35,000 BC *to AD 500*) deserves a loud handclap. Jacquetta Hawkes was for some time closely associated with Unesco and her view of a total world past, however academically expressed, is bound to commend itself to progressive educationists. The many drawings are informative, the reconstructions intelligible, and the approach, although necessarily obliged to climb the ladder from A to Z (Z being the start of Byzantium), relies heavily on economic models of the past in each area. This is an expensive book, but a good north-American source for the school library, in a field where the *Everyday Life* series (Longman) provides for individual periods and certain regions but where overall coverage is, date, rare and hard to obtain.

Professor Branigan's *Ancient Civilizations* is a slighter, work. Its 128 pages contain 20 maps, many of which annoyingly spread over the third pages and thus centre folds. There is a glossary, a list of contents, but no index, of the numerous colour illustrations (till un-numbered). The geographical scope is largely Old World—Mediterranean, Near and Middle East, and India), with a nod into Bronze Age China and Japan (12 pages) into Meso- and South America.

Both could have been much better in order to allow for wider treatment of the classical world, which the author is most at home. The timespan is irregular: there is a long post-Ice Age, introductory section, and then each chapter moves on to another stage (locating the attainment of civilization). In this context, "civilization" is defined (after the Hammond) as the point at which man has begun to mould his surroundings to his purposes, and has in other words emerged finally from the Stone Age. Once-economics means, by implication, that all archaeologists would agree that an incomplete definition, and a book of this kind, however well-intended, is not the place to attempt to substantiate it.

This book costs only one-third of the price of *Atlas of Early Man*, but I would still prefer the larger volume as my better buy.

Dates and deeds

Jessica Saraga

Dictionary of History. By R. J. Unstead.
Black £3.95. 7063 5202 5.

It was the Victorians who invented all-embracing historical works for children, invariably containing implausible illustrations of Bruce and the spider, Florence Nightingale and the wounded, or the 18-year-old Victoria accepting the throne in her nightie.

With the recent expansion of specialized children's history, the global work lost its vogue. An historical dictionary is not just a throwback to the Victorian genus, however; it is potentially a much more useful work. For a start, dictionary form should enable information to be located very rapidly. Unfortunately, this dictionary loses half its value as there is no cross-referencing. To find out about Methodism, for example, a child would have to know enough to look under Wesley. On the other hand, Islam is included (for Muhammad) as not.

There are other grounds for criticism too: any attempt to codify history must inevitably involve many complex and inconsistencies which Mr Unstead has not entirely avoided. The Victorian influence, for his bias, is towards the traditional—his history is establishment history.

His treatment of the English Civil War—"Charles's attempt to govern without Parliament ended in failure"—gives little hint of the complexities involved, nor the religious ardours (Puritans, Quakers) are mentioned at all. This is not just a success story: history other than those of the Civil War, the features of the Civil War, the Royalists themselves, are rather tendentiously treated, while our one of Cromwell's generals was an Army, the old dominions of Canada and France Russia, Prussia, Austria-Hungary served popularly as Eastern Europe, eugenics can only be attributed to association with Robert of Rentrew on even Eugene Pearl) got an entry each.

However, within the dictionary's restricted scope, the entries are concise and the illustrations interesting. This might prove a useful if dangerous reference book.

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Ages 10+ £2.50

Dent

The plan of a basilica built in the 670s, originally as a monastic church at Hexham, Northumberland. This illustration is from the series, Victory of the Church, in "Barbarian Europe" by Philip Dixon. Making of the Past series, Elsevier-Phaidon), Like others in the series, it is beautifully produced, lavishly illustrated and good value at £3.

Analysis of a pyramid

Brigid Hardwick

Pyramid. By David Macaulay.
Collins £2.95. 00 195660 4.

This is David Macaulay's third architectural book. His first, *Cathedral*, which appeared in 1973, chronicled the design and construction of a Gothic cathedral. *City* was an account of the planned evolution of a Roman city. The carefulness of his research, the beautiful accuracy of his drawing, the lucidity of his text—all evidently the fruit of extraordinary industry and great talent—make the production of three such books in four years a wonderful feat.

Already in *Cathedral* he evolved the scheme to which, very wisely, he still adheres in *Pyramid*. He presents us with a large locality: France, Italy, Egypt. Then too he concentrates on a smaller area, illustrates and discusses its topography, its fitness as a site. He discusses the nature of the enterprise: how it was conceived, who was in charge of it. We are shown the plans; we follow the processes of recruiting manpower and collecting materials. We learn about the special skills for each stage of the construction, the solutions to engineering problems and, while fascinated, as by a three-dimensional plan becomes three-dimensional edifice and the work—cathedral, city, pyramid—settles down to focus on serve or [illegible]

[illegible] surrounding land. Mr Macaulay [illegible] the moral climate [illegible] enterprises were [illegible] *Cathedral*, an early drawing [illegible] the chapter of the church [illegible] ary Chimaeras, seated in [illegible] house of vertiginous [illegible] pective, discussing their [illegible] later picture shows [illegible] in the completed [illegible] with banners and [illegible] light. The medieval [illegible] its social organization [illegible] evoked between [illegible]

In *City*, Roman [illegible] Roman far-sightedness, [illegible] lessness pervade [illegible] and the vast, and [illegible] with uncanny power [illegible] ugliness of those [illegible] their anonymity, [illegible] the skilled craftsmen [illegible] ingly alike, just as they [illegible] painting and papyrus; [illegible] nudes heavy and lug [illegible] materials, the pyramid [illegible] featureless sea of [illegible] genuinely alarming [illegible] crouching figure with [illegible] the grim galleries of [illegible]

But Mr Macaulay always [illegible] uses his imaginative gifts [illegible] great talent for pictorial [illegible] to his conscientious [illegible] to explain and demonstrate. *Pyramid* has produced a [illegible] bewildering and informative [illegible] splendid predecessors, [illegible] amazingly inexpensive.

Japanese dexterity

Gillian Thomas

Paper Folding and Modelling. By A. van Breda.
Puffin 50p. 14 03 0842 3

Cutting Up with Paper. By Peter and Carol Weiss.
World's Work £2.50. 437 85111 7.

Paper Cutting. By Eric Hawkesworth.
Faber £2.50. 571 10920 9

Why Don't You: String Games. By Philip Noble.
BBC 60p. 563 17202 9

The first time my Japanese neighbour came round, we soon found ourselves talking about Origami—paper-folding. In no time at all she had made half-a-dozen intricate models of dragons and birds out of scraps of paper. Since then I have tried several times, following complicated instructions in books, and I have always failed miserably.

However, *Paper Folding and Modelling*, has given me new hope. Its written instructions and numbered diagrams are easy to follow. The book includes about 50 models, many of which are birds—but there are also some novel ideas for Christmas decorations. All of them can be tackled by a child who can read adequately.

Cutting Up With Paper includes only one Origami model, for it is essentially a book about using paper to build models. All kinds of paper are needed—tissue, cardboard, foil—together with accessories like scissors, glue, paper-clips, string and pipe-cleaners. Again, about 50 models are described.

The ideas are varied, imaginative and suitable for younger children. For instance, there is a whole section on "Holiday Creations" which includes greeting cards, Hallowe'en monster masks and the usual stars. Other sections concentrate on paper people; they include finger-puppets, masks and even a papier mâché dragon. At the end of each model there are suggestions for other possibilities using the same basic materials and techniques. Clear well spaced wording with simple sketches and uncrowded pages all help to make the numbered instructions simple to follow, whether by a teacher directing a young class or by older children needing ideas for simple spare-time activities.

I found the general introduction on tools and materials extremely helpful. It even includes information about where to get wheat paste (a white powder like flour obtainable from hardware stores). The language used is direct and simple: for instance, when making paper-chains one is told that "the work goes faster if you use bigger strips".

Eric Hawkesworth's *Paper Cutting* is less straightforward in approach. It contains a wealth of ideas for paper cut-outs which open out after intricate scissor-work on a folded sheet. Even when accompanied by detailed drawings on the facing page, I find solid paragraphs of instructions difficult to follow. A further complication is that you have to turn the book sideways to follow the drawings—and sometimes turn over the page as well.

Young children love to produce strings of little men or pretty patterns *in this way, as if by magic*. As long as the paper was prepared for them by an adult beforehand, they would be able to cope with many of the suggestions in this book. Even a pool of swans, a row of Humpties or a strip of skeletons.

Many of the ideas are intended for teachers themselves, with programme notes to show how they can be used to present "an interesting lecture-style entertainment". *How to make a string of children* and rats from a long single paper-strip is illustrative the story of the Pied Piper is one suggestion.

Another is Jason and The Golden Fleece. This includes the Argonauts, the three Harpies, the Dragon, Cupid's bow and, of course, the Fleece itself. This is quite a work of art, though practice would be needed to synchronize it with the text of the story.

Just as young Japanese fingers turn naturally to folding paper, so string games are a traditional craze with most British schoolchildren go through in the playground and at home. Alas, I have long since forgotten all those complicated patterns I once knew, so I was delighted by Philip Noble's *Why Don't You: String Games*. Forked lightning, thumbscrew and cat's cradle revived all sorts of memories for me.

Unfortunately, despite step-by-step instructions and clear arrows in the diagrams, I am still getting all tied-up. However, I am encouraged by introductory advice: "Don't worry if you run into difficulties at the first few attempts. Go back to the beginning and try again."

Castles to Concorde

Ileana Wallington on making things

No Time to be Bored. By Eve Harlow.
Mills and Boon £2.95. 263 06263 5.

No Time to be Bored is a compendium of exciting things to make and do. It is difficult to find any craft action which is not included and it would be a marvellous resource book for teachers—primary and secondary.

The six sections are headed: "Games to Make and Play"; "Fun Outdoors"; "Sewing is Fun"; "Fun with your Friends"; "Begin a Craft" and "Paper Fun". The emphasis on "Fun" is unnecessary; the child with little manual skill is not going to find it all fun, when there will also be an element of frustration. However, those with skill and inclination can no doubt turn out macramé dog leads, clay candlesticks, table games, models, musical instruments, miniature gardens, pastry people, eggshell mosaics, carnival masks, bird tables and hedgehog pincushions.

The print is on the small side but this makes it possible for the instructions and illustration for each activity to be presented on one double spread—a thoughtful piece of book design. At the top of each page there is a list of materials and tools which will be needed and [illegible]

Making Gifts. By Anne Hulbert.
Batsford £2.95. 0 7134 2948 8.

Such aids as Copydex and Sellotape help to make the 60 very different gifts described by Miss Hulbert. Illustrations of the objects are arranged in double spreads, often many pages from the directions for making. There are some pleasant, if unoriginal, ideas—for pot pourri, jug covers, ruffle mats, for instance. But who really wants a tea-cosy in the shape of a hen, a knitted face to cover the head of a golf club, or a flat iron glued over with velvet and bobbles to act as a doorstop?

Something to do series.
Building with Balsa. By Geoffrey Willcocks.
Make Your Own Cards. By Zena Flax.
Print Stick and Stitch. By Carol Walkin and Mary Newland.
Studio Vista £1.95 each.

The "Something to do" series is full of activities set out in books of a large format which cost over four times as much as ordinary "adult" series. The illustrations, consisting of black and white photographs and line drawings, are particularly clear and easy to follow.

Make your own Cards and *Make a Book* cover every possible aspect of their subject, while *Building with Balsa* would be a good present for keen model-makers. It contains the grand old instructions for making a wide range of models, from fire-sects through furniture to dinosaurs, Concorde, a Norman castle and ships. The emphasis in *Print Stick and Stitch* is on artistry and there are some splendid ideas for making collages using the three techniques.

For anyone with his eyes open . . .

Peter MacKarell on various art techniques

Painting and Patterns. By Felicia Law.
Collins £1.95. 00 183327 1.

Making Mosaics. By Tony Hart.
Pelham Books £2.50. 7207 0808 7.

Drawing, Painting and Printing. By Gisela Kluge
Butterworth Press £1.50. 7188 2243 7.

Art and Craft Technique, for Children. Edited by W. F. Waller.
Basford £3.95. 7134 3244 6. £2.50. 3245 4.

It is hard to imagine a "How To Do It" book that conveys an impression of total incompetence and it is even harder *I suspect for anyone* laying claim to some skill to admit responsibility for compiling a really useless manual.

Generally, books which like information and outline method occupy safe ground and, given attractive presentation, they can be both a spur to activity and a useful resource in practice. Following convention, this quartet devote themselves to description of technique; a couple of the offerings do attempt to put their matter in context, but in different ways each volume suggests indirectly and perhaps unintentionally, how the activity should be viewed.

Printing and Patterns is the only one of the four which has no introduction. There is a note on the back cover which states that Felicia Law is a headmistress and, as well as being keenly aware of the needs and aspirations of children from pre-school to secondary age, she has a perfect understanding of the techniques which combine pleasure, learning and a sense of achievement.

If this is to be interpreted in the broadest sense it is impressive—but it may be ingenuous and if it is, it rather reflects the character of the book which is bold and exemplary. "Can you do these?". "Here are some ideas to copy..."—and while the graphics are as bold and assertive as the text, the production left me wondering if it was not hemmed in by too stylised a format.

Also part of a series on the crafts is *Making Mosaics* by Tony Hart of BBC TV's *Vision On*. He deals with one craft only but he provides some historical background and plenty of illustrations, both drawn and photographic. Many teachers and children will like the methodical approach as well as the suggestions which are comprehensive though conventional.

It is unfair to compare a Byzantine Church and a golden glimmering Madonna that is so much a part of the richness and ritual with Tony Hart's nuts and bolts pressed into clay—but it does seem fair to remark on how far they are apart.

The quality which the second pair of books share is that they are both translations of German publications. Gisela Kluge provides information on drawing, painting and printing but of the four books the one here is quite the most didactic. "Believe me, anyone with his eyes open can draw and paint". "It is worth noting as a basic rule that the outlines of the drawing, the shapes and movements are first sketched in clear lines".

Sometimes this If-Only-You-Will-Obey-Orders approach veers toward humptious farce with declarations like, "Water colours are used on damp paper. Painting on dry paper will leave hard edges which cannot be removed as the paper dries relatively quickly. The painting process must flow smoothly so you must always work wet on wet". Each one of these statements can be safely refuted within the conventions of traditional English method. How ever, to be charitable, there are some useful instructions and enthusiasm and there may well be readers who will enjoy the approach.

Finally, there is *Art and Craft Techniques for Children* which is a compilation of what were originally 10 separate volumes designed to assist those who work with children between the ages of three and eight. The emphasis is on three-dimensional work done in groups, and the introduction states the basic idea that children should be occupied playfully with a hobby and be in contact with adults who know how to present materials and techniques to them.

There are many photographs of activity; the book is in some ways a record of work done, and while all is thorough and clearly produced, it is not very comprehensive. The statement that the child should be left to his own devices as in all creative activities does not accord with the group-based directed activities on set themes which form the substance of the book.

Despite all my reservations, though, hard pressed teachers could turn to any one of these books and find both support and resource.

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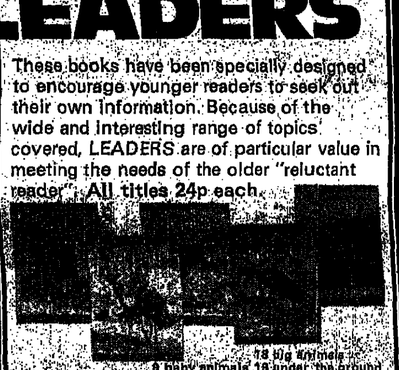

1 Water	9 Baby animals	18 Under the ground
2 Ducks and swans	11 Song birds	20 Apes and monkeys
3 Man in the air	12 Trains	21 Living things
4 Man and his car	13 Bridges	22 Sea and its world
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Ragbags of ideas

Michael Church reviews a new series of topic books

Oil Rigs. Sunshine. Pirates. Red. Fighting Fire. Volcanoes. Lions. Farming the Sea
By Felicia Law
Collins Dandelions. 50p each.

One can only applaud the motives behind this new series of topic books for primary schools: would that one could find anything—anything—to applaud in the way the intentions have been carried out.

The author, a headmistress, starts from an "integrated learning" premise: each theme covered by these books has, it seems, been the subject of a term's work for a class of pupils at her school. Art, craft, drama, poetry, mathematics problems, scientific experiments, games, cookery and collecting are all to be welded in as activities related to the theme in hand—and all in the space of 32 small pages.

Perhaps I should illustrate. *Pirates*, by no means the worst of these books, takes the following form. We begin with a few lines about the Greeks, Romans and Vikings, and immediately move to "Make a Viking longship", to "Who were the pirates?" ("People became pirates for different reasons . . ."), to "Booty" ("Find these treasures in the chests of booty . . ."), and, via more history, on to some pointlessly short anecdotes about Henry Morgan and Calico Jack.

From a moderately interesting page on the history of the Jolly Roger we move to "Make your own pirate flag to terrify your enemies". Back to another famous buccaneer, and then forward to "Paint a pirate scene". (This, incidentally, is a favourite trick of the author's. She begins by saying "Imagine that . . .", goes on to sketch in the scene she wants painted—and then blow me down if she does not actually paint the thing for you, to show how it is to be done. Who needs children?)

Back, then, to cannons, descriptions of battles, a strange page called "Wanted for piracy" which seems to be neither fact nor fiction, and punishments. The unwary seven-year-old will find that the subsequent pretty page spread packs a nasty punch: not only are they told to do some more imagining, but they must write a story and then, two lines later, another "about your exciting pirate past". Back, exhausted, for more history, forward to "Bury your own treasure out of doors", across to China ("Chang Yih was a hunchbacked Chinaman . . .") and home to NW3 for dressing up and playing a "daring game" in the garden (which looks to me like Primrose Hill). Those with energy left can then go back to school and read the last page which dispenses, in nine "you know nukes sense" lines, of those bad pirates of old at the hands of Queen Victoria. O education!

Perhaps I am oversensitive to technical matters, but these books do seem to break some fundamental rules. Their language is often stilted, often imprecise, sometimes misleading ("One method of putting out a fire is to cool the flames") and curiously inept. Unimportant matters are dealt with in detail while important ones are not. The illustrations—by a variety of artists—are unhelpfully vague, and have only a tenuous rapport with the text. The vocabulary is at times prohibitively advanced, a highly sophisticated scientific concepts are lightly skipped over in apparent eagerness to get on to the more engrossing business of colouring milk red or making totem pole.

Each book is just a ragbag of ideas which are interrelated in the most superficial way.

This crocodile is one of a variety of objects and creatures which demonstrate length in the "Long" book out of "Bag of Books", Picture Puffin. It is one of four attractive books (the others are "Tall", "Round" and "Small") which vary in size according to their titles and come in a plastic carrier for the right-hand page opposite a mildly humorous verse description.

A good catch

Sean Grace on fishing

Going Fishing. By John Piper.
Firefly Books £2.50. 904724 026.

The Puffin Book of Freshwater Fishing. By Roger Pierce.
Penguin £1.95. 7226 51589. 60p.

The Know How Book of Fishing. By Anne Civardi and Fred Rushbrook.
Usborne £1.40. 86020 0310. 75p.

All three of these books could be put on the hands of an 11-year-old in the certain knowledge that they would give much pleasure and no little profit in the shape of knowledge of creatures and things that have their being in and around water. Parents could learn a good deal too.

John Piper, for instance, takes the disciple the whole way from the going out to the coming back. He explores everywhere and everything—ponds, reservoirs, canals, rivers, lakes, the sea. He discusses the fish, their habits and customs, and the creatures they feed on. He tells how best to stalk and catch them, the right tackle, the correct bait. The drawings are excellent, and pictures are given of their [illegible]

Roger Pierce is more circumscribed, confining himself to freshwater fishing. But in this, his first book, he leaves little that is relevant untouched. He, too, goes to town on the fish and their food—but he goes easy on the tackle. His view—one shared by many—is that the right man, on the right day, can get as much fun and fish from skilful use of a homely handline as from the mass of expensive equipment beloved of so many complent anglers. Again, this book is attractively illustrated.

For the youngest of the young, however, the *Know How* book is the best of the three. More like a comic at first glance, it is, on closer inspection, a neiful of useful information. It is most easy to read, and beautifully illustrated. It tells how and where to get your own bait, and even how to put the fish back without damaging them.

All three books are great for armchair reading. Where they falter, ever so slightly, is in making the sport a thing of sunshine rather than shadow. None says much about wet feet and tangled lines, or the ones that seem always to get away. But then, why should they? The pleasure they bring is best savoured in a cosy corner on a dirty day.

Magicalculations

Calculator Puzzles, Tricks and Games. By Norman Gallas.
Oak Tree Press. £1.95. 7061 2345 7.

Nowadays, when many children seem to be given an electronic calculator almost before they know their tables, *Calculator Puzzles, Tricks and Games* is ideal for getting them through the stage of "I've Mastered—Now What?". Many of the puzzles will be extremely helpful to the budding young mathematician, while others will set even the senior thinking.

There range from unit pricing and metric conversions to "magicalculations". (Where you produce what someone's answer will be, and the answers section includes a detailed explanation for each.

For those who wonder how a calculator works, there is a clear explanation of the binary system, the best sleight of hand needs help of distracted attention.

All the same it is a good, for beginners. The tricks straightforward and give instant results and can be used to impress your friends at parties or as a source of interest.

Abracadabra

Frances Farrer

Secrets of Magic. By Sid Fleischman.
Chatto and Windus £2.50. 0 701 5094 7.

Aspiring eight year olds who have to be initiated into the mysteries of Alaska Fat, the Devil's Knuckle bone or the Rubber Band Trick boozle should invest in Sid Fleischman's *Secrets of Magic*. This is but clearly illustrated book reveals the wizardry behind 3 tricks which are easy to follow but causes agreeable confusion to the audience, and which are clearly explained and diffi- cult for fully explained and difficult for the simplest household items—string, pins, matchsticks, coins and soap.

The instructions even extend to putter. "'Have you ever seen a witch's foot?' Showing a flash of you add, 'well, that's a witch's bewitched. Would you like to?' "'Have you ever heard of Houdini?' you ask. If not, explain that he was a great magician and escape artist." Verbal and visual explanations back up these suggestions very well but neither that stage presence so essential to a magician is not so well developed.

In his introduction Mr Fleischman gives the definition of magician as an actor playing wizard, one who creates atmosphere of mystery and surprise. After that, there are occasional hints as to how to keep the eye away from the activity which is an important omission since the best sleight of hand needs help of distracted attention.

All the same it is a good, for beginners. The tricks straightforward and give instant results and can be used to impress your friends at parties or as a source of interest.

World beyond the world

Patrick Moore on astronomy

Astronomy for the Amateur. By John Gribbin.
Macmillan £4.95. 333 18806 3.

Our Changing Universe. By John Gribbin.
Macmillan £4.95. 333 19691 0.

These two books are very different from each other. *Astronomy for the Amateur* is clearly aimed at *young readers, and is an attempt* to explain the role of the amateur in astronomy today; there are sections on telescopes, naked-eye astronomy, observing the bodies of the Solar System, stellar observation, photography, and even radio astronomy. The conversational style makes for easy reading, and there are many useful comments.

The main criticism must be that, since the author is a theoretical astronomer rather than an observer, there are some points which he *fails to appreciate*—and *this* is no fault of his. For instance, very little is said about the use of binoculars, though a pair of good binoculars is undoubtedly more useful than a very small telescope.

To give a few more instances: the Crab Nebula is very obscure as seen with small telescopes, and a beginner who *hopes to see a view* such as that shown in the photograph on page 75 will be disappointed—as, too, will the enthusiast who reads the section on astronomical photography, and has dreams of recording detail on Mars with a camera, a small telescope and an exposure of less than a second! The reproductions of some of the colour photographs, such as that of Orion, can only be described as horrible.

These are minor quibbles, and Dr Gribbin is much more at home in his second book, *Our Changing Universe*, which is excellent; indeed, the only feature open to serious criticism is the cheap-looking dust-cover. As is implied in its title, the book sets out to discuss the exciting developments which have taken place in astronomy during the past few decades—particularly since about 1960. Dr Gribbin has wisely not attempted to give a complete survey of elementary facts; many other books do this, and he plunges straight in to the new researches.

After a chapter about the evolution of radio astronomy, he turns to various objects which emit radio waves—Cygnus A, whose nature is still unexplained, the quasars, which burst upon the astronomical scene in 1963, and the pulsars, which followed six years later. Other chapters deal with interstellar molecules, cosmic rays X-ray astronomy, hypothetical gravity waves, and—of course—black holes and the suggested white holes.

The author does not shrink from tackling theories which still seem to be unconventional, but this is an *advantage in a book like this. What*, for instance, can one make of tachyons, which are assumed to be particles travelling faster than light? They are certainly beyond our conventional experience, but nowadays science fiction has a habit of turning into science fact.

The book is extremely thought-*provoking*; it is *well written, and* adequately illustrated. Beginners will be intrigued by it, and more serious readers will find that it leads them on to further investigation.

Your Book of Men in Space By David Wilson.
Faber £1.95. 571 10937 3.

Rockets and Satellites. By David Hardy.
World's Work £2.60. 437 45196 8.

The A-Z of Space. By Peter Fairley. Hart-Davis Educational £2.25. 247 12742 6.

All these books are aimed at young readers, but their approaches are different. *Men in Space*, by David Wilson, is particularly good. Following a brief introduction, involving general principles, he traces the story of manned space-flight from an historical viewpoint, beginning with Yuri Gagarin's epic flight of April 1961, and selecting various other missions for fairly detailed description.

For instance, there is a good account of the space-docking process; the difficulties and dangers of the Apollo programme is dealt with very adequately, and then come sections about the Soviet-American joint expedition and the possibilities of the Shuttle which is now being prepared in the United States.

The text is clearly written, and any intelligent nine-year-old should be able to follow it without difficulty. There is also a mass of useful information which will make the book valuable to older readers who are busy with school projects. Over 30 excellent black and white photographs are included, together with a few impressions—notably of the Shuttle. All in all, this is a book to be strongly recommended.

Rockets and Satellites covers much the same ground, but is aimed at a younger age group, and is splendidly presented. There are *few photographs, but plenty of* David Hardy's beautiful coloured drawings. It is unfortunate that the new results from the Viking probes could not be included, but this is certainly not the author's fault, and no doubt there will be some additions in the next edition. Again there is a clearly written and accurate text, and again the book may be recommended without reservation.

The A-Z of Space is much less attractively presented. The approach is alphabetical; thus we have "C is for Copernicus", "C is for Cryogenics", "E is for Echo", "P is for Firing Pad" and so on —though some of the entries seem rather unusual, such as "Z is for Zulu Time", which is said to mean local time wherever the observer *happens to be.*

The photographs are adequate, but it does appear that minimum corrections have been made to the first edition, which appeared in 1974. Thus, on page 22, the artists' impression of Pioneer is captioned: "How the US Pioneer spacecraft will look when it skims by the planet Jupiter in December, 1963". This should surely have been corrected in a book published in 1976!

The glamour and the sadness

Roy Blatchford on a new documentary series

The Facts about a Pop Group. By David Gelly and Homer Sykes.
233 96771 0.

The Facts about a Football Club. By Alan Road and Bryn Campbell. Whizzard/Andre Deutsch. 233 96772 9. £1.95 each.

"Teach these boys and girls nothing but Facts. Plant nothing else and root out everything else." The first two titles in a new documentary series for older children are far from the Dickensian cry.

"Fact Books describe what lies behind the big event, the public performance, the end product . . . a unique insight into the activities of internationally famous personalities and organisations." Thus the promotional piece.

Sturdily designed, sporting securely bound stiff-board, laminated covers, and with an attractive page lay-out which offers an exciting blend of words and photographs, Whizzard Books display a realistic and welcome knowledge of the school market.

The Facts about a Pop Group is the work of Dave Gelly and photographer Homer Sykes who accompanied the band *Wings* on a British tour, experiencing and cataloguing the preparations, set-backs, everyday routine and upsets, concert triumphs and panics. Even with the helm, the best laid plans are prone to whimsical promoters before the roller coaster is bringing music to the concert halls.

But the shows are the tip of the rock music iceberg. The success of the book is in its detailed research of the entire Pop carnival —the members who comprise *Wings*, road managers, sound specialists, engineers, wardrobe mistress, the bodyguard "striking a balance", management, publicists, record producers, sales representatives and, not least, fans.

A panorama of the music industry around a fairly typical group of musicians is charted both in the splendid colour shots of *Wings* in concert and at rehearsal in their aircraft hangar studios, and through *the jaunty factual commentary* which avoids the rapid blurb and the glossy pop journals.

Alan Road's and Bryn Campbell's collaboration brings the thrills and spills of a season with Queen's Park Rangers Football Club is comparably well documented but less dynamic. Perhaps we know too much already about the game that dominates the media nine months of the year, and there can be few interested children who have not visited behind the scenes.

The photographs (which are detailed down to the club's bill for a season's studs, socks and bootlaces) and the interviews with and *analysis of the performance of* players, trainers, groundsmen and manager Dave Sexton explore little fresh territory. It is not to be dismissed as yet another football book —the standard of presentation speaks for itself—but the diary of a footballer's club is none the less difficult one to tell afresh in the *way that Eamonn Dunphy's recently* published no-nonsense autobiography *Only a Game?* (Kestrel) succeeds.

The quality of the photographs is first-class, the page design again admirably clear. This is a fine introduction to the atmosphere, glamour and sadness of England's *national pastime—more for our* American colleagues who are rapidly covering the game than for the glutted domestic shelves.

The series promises much—facts about a symphony orchestra (the LSO) and about a grand prix team (the Elf Tyrrell) follow in the spring, and are subjects with that element of mystique which Whizzard Facts are plainly set on charting for the young reader.

Mysteries unravelled

Berry's book of how it works. By Roland Berry.
A. and C. Black £1.55. 7136 1585 0.

This splendid little book will fascinate inquisitive children aged 10 and upwards. It unravels the mysteries of making striped toothpaste and lettered rock, as well as the basics of parachuting and the workings of numerous machines of varying complexity.

The line drawings are all clear and the text mostly explicit. Only in the section "Electrical appliances" is there confusion. It is not made clear how the principles of *electro-magnetism apply to the* various domestic gadgets illustrated and described. The washing machine and absorption fridge get scant explanation and there is inconsistency in the use of *section head*ings.

Elsewhere the sections are clearly defined, but their arrangement is not very logical. However, there is a simple contents list and, commendably for a book of only 64 pages, two columns of straightforward index.

It does seem a pity that this mine of information could not have been produced in a cheaper, paperback format; it would have been a bestseller in the school bookshop.

Cecilia Gordon

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Transport of delight

Charles Stuart-Jervis on cars, cycles and aircraft

People tend to be somewhat ambivalent in their attitudes towards machines. On the one hand there is the decibel count faction deploring the noise, and on the other those who thrill to the impassioned beauty of a great machine. To whichever camp one belongs there is no denying the fascination of cars and ships and aeroplanes for the young, who do not regard them in the same light as their elders.

First, then, a look at a book which brings together the four main types of transport, cars, trains, ships and aircraft. *The World of Transport* (Macdonald Educational £3.50) is a compilation of four books which originally appeared separately, and each section traces its subject from its earliest years through to modern times. The information is broken down into short, double page chapters, liberally sprinkled with excellent illustrations, some in black and white and some in colour. The text is brief but admirably clear and succinct, and each section ends with a topic or project section which is both imaginative and thoroughly informative.

I profess a preference for the section on aircraft, if for no other reason than the chapters on aircraft navigation and gliders are so excellent. Although this book would present some difficulties to a slow reader, its illustrations are so good that even he could derive much fun and information from it. It would make an excellent present.

And so to *The Motor Car*, by Nick Georgano, a reasonably priced, extremely informative little book in the "How and Why" series (Transworld 45p). This traces the development of the car, from the steam carriage to the car of the future. Within its pages are discussions on Within its pages are discussions on cars of today, how cars work, motor sport, car oddities and the law and the motorist. It also contains a short glossary.

Cycles and Motor Cycles by Michael Worthington-Williams is another offering from Collins' Transport Series (£1.25). Inevitably, the emphasis falls on the motor bicycle. To those of us who remember the thrill and the exhilaration of travelling on two powered wheels, however, this is entirely understandable. Yet the author skilfully succeeds in conveying the relationship between the two modes of transport and provides a series of fascinating insights into the development of the motor bike. The illustrations are particularly informative and exciting. This is a book that will please aficionado and tyro alike.

Still on the same topic, but concentrating on the motor bike alone, *Motor Bike*, by Mike Bygrave and Jim Dowdall (Hamish Hamilton £1.95), employs a more technical approach with chapters on the operation of the engine, bike systems and the various types of bike, mainstreamers, racers, heavyweight cruisers and the like. It is a feast for the eyes and its price ensures that it is within easy reach of the modest book token.

If there are reservations with regard to the two books mentioned above, they lie in the field of safety: Neither book makes much mention of the need to protect the rider from accidents, and yet, when one considers the potential readership, this would seem to be of primary importance.

Decibel counters hate jets, and maybe with good reason, but there is little doubt that jets are to the young what the Queen Mary was to an earlier generation—exciting and romantic, epitomising modern technological development. Against this background *The Young Scientist Book of Jets* by Mark Hewish (Usborne £1.40) shows us a world that creates a new and exciting language to meet the demands of the technologist and it uses a bewildering number of strange abbreviations.

It not only explains the mystery with great precision and clarity but it provides its reader with an abundance of practical things to do and make, all of which illustrate the principles which govern jet flight. The book is cheap and delightfully produced.

John W. R. Taylor has produced a more complex book on *Jets* in Dent's "Everyday Technology" series (£2.50). One has to be more advanced in the world of jets for this one, and to be possessed of an ability to concentrate. Once that has been achieved, however, *Jets* becomes a valuable second stage introduction to this important topic. It begins with a chapter on how jets work, and goes on to consider the building and flying of jets, jets and their commercial uses, the case for jets as military aircraft and a final, closely argued chapter on AD 2000 and beyond.

We end with a little book on *Machines and Roads* by John Milsome (Burke Books £1.50). This short and rather expensive book very simply illustrated in wash and line drawing, seeks to present a picture of all the machines to be seen on a modern road. One would presume it to be aimed at the top end of the primary school or the slower, less mature reader in the secondary school. I think it misses both targets: it underrates the one and overrates the other.

Basic—not patronizing

Eastfinders Series.
Warships, Early Aircraft, Lorries, buses and trains, Clothes and Ornaments, Rockets and Space Travel, Shops and Markets, Early Man, Animals of Long Ago, Life on the Seashore, Cat Family, Armour, Photography and Film.
Macmillan Education 65p each.

A casual glance round any educational publisher's exhibition is all that is needed to ascertain the fundamental change that has taken place in the past 10 years—traditional textbooks have largely disappeared and have been replaced by a plethora of information books. The publishers' lists, of course, are merely a reflection of curricula innovation within the schools themselves. The topic or project approach has been adopted to some extent by all but the most traditional primary schools—and because the primary school encompasses such wide ability, the range of information books required is equally broad.

The "FaceFinders" series will appeal equally to the academic seven-year-old as to the 10-year-old in a remedial class. Each book is simply written. Much more important, however, is that each writer respects both his subject and his reader. Although the texts are basic, they are never patronizing. The illustrations, which are in full colour, consist of photographs and line drawings. They have been chosen with considerable care and provide rich support to the text. There is an index and a glossary—elements which are all too rare in books of this level.

Despite my enthusiasm for these books, I have two reservations. The typeface is excellent but the captions to the photographs lack the consistency which should characterize books for the young (or different) reader. In "Clothes", for example, the captions are written in lower case throughout except for "European Dress 16th Century" (which, for some obscure reason appears in capital letters). Similar examples can be found in five of the 12 volumes listed above.

My second reservation concerns the binding. In their efforts to make a 96-page booklet look and feel like a real book, the publishers have made the cover too substantial and the spine too wide which means (if my selection is anything to go by) its library life could be very short indeed.

These failings apart, the sensitivity and integrity of Arthur Razzell (the education adviser to the series) are apparent in each volume. Mr Razzell knows what interests children and has ensured that their interests are met and satisfied. Much more subtly, he knows what topics teachers like their children to cover and so he has made sure that they, too, meet teachers' needs.

Undoubtedly *Facefinders* will provide the basis for an admirable and useful series which will prove popular with teachers and children alike.

Look at History with

246 x 189 mm. 296 pp. cased and jacket. £4.95 net.

Write for inspection copies

What were homes like in Roman Britain? What did the Titanic look like on her fatal, unfinished voyage? This book provides clear, detailed and traceable illustrations of household goods, military equipment, costume, vehicles, tools and inventions, as well as famous soldiers, statesmen and kings and queens based on carefully researched sources, covering Romans to Modern Times.

This unique visual encyclopedia is especially valuable for children doing project work, and class and school library.

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Dinosaurs and doctors

Cecilia Gordon

Carpets and rugs. By J. P. Rutland. 85166 589 6.
Crockery. By Lorna Hinds. 85166 591 8.
Dinosaurs. By Philip Sauvain. 85166 593 4.
Doctors. By Mary Delorme. 85166 590 X.
Grass and cereals. By Alan Major. 85166 592 6.
Paper. By Barry Gurbutt. 85166 572 1.
Pots and pans. By Lorna Hinds. 85166 575 6.
Franklin Watts £1.45 each.

These 1976 models bring the number of books in this series to 79. It is a remarkable achievement to have found so many topics within the grasp or experience of comparatively young children. Too many publishers seem to thrash around for subjects to keep a series going and end up with topics too subtle for simple words. These books avoid the other trap of making bald and unconvincing statements; they do not merely state facts but also explain them when an explanation is necessary.

The catalogue in which Franklin Watts list this series is entitled, *Library Books for Secondary Schools: with special emphasis on books for lower forms and the slower reader*; and the books are described as being "for reading age about 7-9 years". Whoever advises publishers on reading ages seems almost invariably to be over-optimistic. The vocabulary and syntax of these texts would present considerable difficulty to secondary pupils with reading ages lower than nine to 10.

Furthermore, the series title, *A First Look Book*, is hardly calculated to whet the appetite of young readers who have been looking at books for years without success, with diminishing interest. The child of chronological age seven, nine years will, of course, comply with both language and concept and children learning English as a second language should find topics useful and interesting, particularly the domestic ones.

There are no contents lists (as is reasonable considering that the texts are laid out) but each book has a clear and well-designed alphabetical index. Almost every significant word in the text appears in the index, and this is an indication not of over-indexing, but of the cautiousness and relevance of the book's content. Attractive illustrations and clear diagrams are also greeted with the test, for the most part, and usually have captions. Only occasionally do pictures get out of step with the words they are to make their point.

Every one of these seven volumes is worthy of the librarian's attention, but here it must be added to say that all offer a considerable amount of interesting information presented selectively and imaginatively. The brief simplicity of the text is deceptive, giving scant indication of the amount of ground-work that has gone into it. *Doctors*, for example, is an admirably encapsulated history of medicine and Philip Sauvain's delightful drawings makes *Dinosaurs* much more than just another book on prehistoric animals.

For the two most recently published additions, *Doctors* and *Grass and cereals*, the publishers have introduced laminated covers in place of dust jackets over sewn boards and hard covers. It is to be hoped that this is a deliberate policy because the survival of books in libraries depends on the ability of the binding to retain their original appearance, and they stand up to wear much longer in both schools and libraries.

Then and now

L. W. Squires-Barker

Past into Present Series.
Banks. By Peter Lane. 7134 3096 6.
Towns. By Charles Whynne-Hammond. 7134 30664.
Bateford £2.85 each.

Peter Lane traces the history and function of the banks from the early goldsmith money-lenders of Tudor times to the present day. The book is a concise statement of the massive development of the use of money by everyone. The establishment of the Bank of England and its central role is discussed together with that of the Merchant Banks, the Clearing House, the Royal Exchange, and the familiar high street banks with their "friendly managers". Other functions are also explained: the cheque system, the credit card, the Savings Bank, the Gold Standard, the Bank Rate and the International Monetary Fund.

Written from a socio-political angle, the story of the flight from the Gold Standard and the depression of the thirties, the record unemployment figures and the rise of Oswald Mosley bring home to us all the impact of money on the lives of ordinary people.

Until comparatively recently the Briton was a countryman in fact as well as at heart. Julius Caesar wrote: "The Britons call it a town when they have occupied woods and fortified them with a rampart and a ditch". How towns have happened is fascinating in any case. They may have been religious centres, industrial centres, healthgiving spas, crossroads upon trade routes, the bases for, or second crossings over, a river, or simply be pleasure resorts.

The changing face of town is a commentary on man's evaluation of himself and his neighbours. Canals, railways, the motor-car, for examples, have all revolutionized the small market town and the Victorian industrial town brought about the Garden City projects. The Victorian development of the thirties, when built land and money were cheap, is a further burden today.

The editing and the lay-out of *Towns* is superior to that of *Banks*. Each book has a glossary, index and suggestions for further reading, and they are both first-class books for the pupils of middle schools and for those in the lower forms of secondary schools.

Lordship

The House of Lords. By Peter Liversidge.
Franklin Watts £2.85. 85166 577 7.

The House of Lords is the legislative assembly in the land. It can trace its origins back to Saxon times. It is about to be that the all-powerful House needed advice, he consulted his Witenagemot, the "Assembly of Wise", the Norman kings had the basis of their feudal system, Anyone who held land—bishops, abbots—all accepted military obligations of their land thus ensuring an armed force for their king.

Now the House of Lords is important second chamber whose chief function is to block (and sometimes to block for political legislation. It is the only chamber outside the House of Commons in the United Kingdom with real power.

This book is well written, well produced and has numerous half-tone photographs and line drawings. Instructions setting out the procedure may be made to the Clerk of the Parliaments, Westminster.

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Fergus Davidson

Origins

Where Does Food Come From. By Althea. 85122 115 7.
David and His Sister Carol. By Althea. 85122 116 5.
Dinosaur Publications £0.95 each.

Two new topic books from Dinosaur publications are welcome for school libraries which cater for very young children. All the items included in *Where Does Food Come From* (sugar, tea, flour and bananas) are familiar, but children will hardly recognise some of them in their raw state. For example, cocoa beans, blue tiger-cane blanks to a bevy of chickens. The story is told right through to the final packaging.

David and His Sister Carol tackles a completely different subject altogether. The story, which is attractively illustrated in pastels, is polite, clean and Carol, we are told, is a West Indian baby. Advertised as being of undoubted interest to children it has considerable educational value, too.

Gillian Thomas

A harder world

Nick McCarty

"Children don't listen to scenes between two adults."

"Children's series are solely to entertain, they've had enough thinking during the day at school."

"The background for children's series must be escapist, romantic or adventurous."

"The audiences for the 'classics' are enormous, and that is obviously what children like and want."

On the basis of these observations from people involved in children's television, there would be nothing in the way of drama for children that was not by *Black Beauty* out of *The Secret Garden*, no plays aimed at the younger end of the audience rooted in urban or working class life.

It might be assumed that writers like William Mayne and John Rowe Townsend had never put pen to paper. It would appear that children have to watch the sort of fare that mothers, fathers, teachers and television pundits would like to think their children ought to watch.

The emphasis on established literature and on adaptations has often precluded the serious drama written specifically for television, and for an audience that may get little pleasure from books like *Black Beauty* or *Ballet Shoes*—or from *A Game of Dark* or *Gumbles Yard*. Many children find the struggle through any book too much, and turn to television to satisfy the need for a storyteller.

With this in mind, and knowing the entrenched attitudes of some television executives, I decided to turn from the middle-class escapism of the adaptations, and look for material in the largely untrod land of the harder world in which most of the child audience lived.

I had, I suppose, a selfish desire to work in a background that I knew well as a child, and that still sparks off for me the comfortable knowledge that I do understand and know something beyond the face of the people in the area I chose to look at.

Golden Hill evolved from a part of the Black Country, with its blue brick streets, back-to-backs, forges now unused in the backyards, development areas and a dialect that has retained a richness and purity that makes dialogue a delight to write.

The children of the area do not have nice houses, gardens, woods and fields to play in; they have cobbled concrete parks and bomb sites in which to play out their games and dreams.

Much of my previous work has been rooted in the people of the area, it was natural to look for the bones of a children's serial.

I wanted to deal with ordinary young people who have real friendships and attachments, and who can grow up to an understanding of those friendships through the story I was telling.

The difficulty would be to enthuse a producer in a television company. After all, the characters would be "down beat", the background in no way a romantic or traditional one for children's shows. Obviously, the priority was to tell a good story, and the ideas and the emotional background to the characters and their actions had to come through the story rather than allowing the story to be a vehicle for a message". Even though I thought I had got through that problem, I felt there might be some resistance at the executive level. But Francis Essex, at ATV, did not hesitate, and commissioned the series more or less on the spot.

The characters were to be at an age where the first glimmerings of a romantic interest could be explored. Two characters come together because they are working for something they believe in; it is only when other people begin to get in the way, other adults in particular, that they realize their friendship has crossed certain indefinable social barriers. The girl's father disliked the boy on sight because his values were not the same. "Nice speech, short and tidy hair, and clean hands. . . ."

For the kids I was looking at these values had nothing. Their fathers would never get the grime of their manual jobs completely from their hands. Nor would they want to, for they were proud men. The kids were aware that making ends meet did not mean the difference between having a pony or a couple of dogs; they knew that they stood on land that someone else owned, and that for years the area had been running downhill, so that their homes were often not much better than they had been in the twenties.

As one old man said: "That's the trouble wi' it, they've eyes clammed wi' muck and can't see nothin's changin'. Not for us. And if you don't get up and do summat it'll not change for you either".

To juxtapose young people from the two societies and to look at ways of breaking through those barriers was a major element behind the first series we made. *The Siege of Golden Hill*. Though it was ostensibly about the struggle of a youngster to make sure that his grandfather wasn't turned out of his home by developers.)

The interaction did not solve any problems at a fundamental level. Some even became more embittered when all their efforts led them nowhere; but they had learned something. As Sarah said: "We've maybe lost a battle, Billy, but the war's only just beginning."

The current series, with Golden Hill still the background, is about prejudice. The prejudice that is a stumbling block to communication too fast, that is blind to friendship or intrinsic worth. It does, I hope, pose questions, and often leaves the answers in the air. I wanted to make something more than an "entertainment", to make the audience think.

Take a simple and common thing for many young people just now—rootlessness. If you live in a decaying area like Golden Hill all they have to look forward to is "propping up the street corner, if it hasn't fallen down already, rain on the streets, a job of a sort if you're lucky and nothin' . . . nothin' else. No real things. Exciting things. . . ."

The problem for young school-leavers without a chance of productive work is that they feel a vacuum in their lives. All they have to hang on to are ground made and broken by teachers, administrators, parents, whoever. "Stay at school and get qualifications." What for?

Put the old gang leader, Jacky, into that situation, and he'll do anything to get enough together to take off; and then the fur will begin to fly. Of course there is a story to be told, but weaving alongside and through it is, I hope, a comment on those young people, their hopes and dreams, and what they think of their chances.

Above all, in *Golden Hill*, they learn to know the value of their friends, and to use those friendships as a defence, perhaps, against "them". If I make only one kid stand up at the end and say "Just because that's been done like that for twenty years don't make it right. I'm no gaffer's man. . . . It's wrong. I'll change it", then I'll feel I've done what I set out to do. Because sometimes they can.

Golden Hill is currently showing on ITV on Sunday afternoons.

TALKBACK

Ideas, argument, experiences, research

Writing for children's TV/ Catering for the new sixth former

Jacky and Mary in "Golden Hill"

All at CEE

Ian Thorn

On my way to deliver papers to an examination board, I asked a group of youths for directions. They told me it was in the next road, in the tall glass building with FAILURE written all over the windows. What a comment!

This feeling of failure was understood by those who launched the Certificate of Extended Education for the "new sixth-formers": students for whom A level is irrelevant and for whom O level and CSE courses do not provide adequate motivation or a worthwhile education. CEE syllabuses have been published by the CSE boards; the Schools Council and the GCE boards have yet to produce their versions.

The syllabuses produced by the CSE boards are for academic examinations. They are not that much different from the GCE and CSE, which had failed to save the new sixth-formers the year before. This is understandable.

The breath of fresh air that came into secondary education with the Certificate of Secondary Education, new trends in learning and Schools Council projects was most welcome. Many educationists were still reeling from the changes brought in by these developments, when faced with the problem of deciding about the CEE. As a result enthusiasm for modern trends and its associated intellectual gymnastics was transferred to solving the CEE crisis of the new sixth-former.

The published CEE syllabuses have shown a tremendous leap forward in examining ideas that have flowered in such a short time.

However, this delight is dampened when it is remembered that the CEE is intended for students with intellectual abilities in the CSE grades 3 to 5 range. The aim is not to give a second chance to late developers, but an extended education that is appropriate to the developing needs and talents of young people. The CEE was surely meant to avoid further clambering on the intellectual ladder for GCE and CSE equivalents.

If intellectual success is not sought as the primary objective, what is CEE meant to do? To be motivating and worthwhile to the new sixth-former, an educational course and its assessment must be more practical and mature. These are more positive and creative ends at this age than the repetition of work and stress on intellectual development of previous years.

Projects such as topography for the young school leaver went some way towards those ends in emphasizing themes and topics important to students, such as unemployment, leisure and problems of living. Sixth-form and FE colleges try to provide for those unable to cope by running internally assessed courses with similar content.

Practical courses are better understood; practical subjects have an advantage in accommodating the practical emphasis already. It is developing the mature aspect of the course that seems to be the stumbling block. Yet it is this ingredient that would bind needs, motivation, and relevance with the practical side of courses.

What is "maturity", and how is its development assessed? Since schools, colleges and examining boards have not needed to provide courses with this emphasis before, they lack the knowledge and understanding to proceed far without much debate. Perhaps the debate can start here. Maybe those who would be most able to help are those engaged in personality development already—the Duke of Edinburgh Award Scheme, recruitment and promotion sections of both private and public bodies, Scouts and Guides, psychologists and sociologists.

Three kinds of emphasis seem appropriate in a CEE course of this nature. Problem solving is not a new idea, but here it needs strong emphasis, and careful selection of the problems to be solved.

Then there is integration. One feature of intellectual development is the need to subdivide a topic continually in order to understand it more deeply. On the other hand, maturity comes from combining areas of understanding and weighing them up in the mind as a whole picture. Thus, environmental education and integrated study would seem to have a greater relevance here, if we accept that maturity and not intellectual development is the primary aim.

Personality development, the third facet, is in many ways the most difficult, for the skills required of the teaching staff would need different emphasis—group work, social training; investigation of feelings, values, morals and human problems; appreciation of art, aesthetics, politics, local government, work, poverty, wealth, responsibilities.

These proposals are to some extent contrary to the present published CEE courses, but not to the original aims. They are more akin to the general study courses already available on a small scale in a number of sixth forms. The difference is that courses for the CEE would be full-time and purposefully structured to stimulate and assess the development of practical skills and maturity of the new sixth-former, rather than of the A level student.

The courses would probably be suitable for all sixth-formers, but it seems appropriate that only those who are able to give up time from academic studies will be able to benefit most fully from them.

The problems loom large: schools and colleges have academic timetables; the economic crisis provides less time and money for new developments; there is a lack of experience in this field; employers and the public need to accept the CEE course and its assessment; and assessment itself would be different and difficult. But the chance for success would be great, as the student's whole being would be maturing in sympathy with wherever the course may provide.

Here is an opportunity to provide courses with important moral implications. Teachers have accepted responsibility for this by accepting to keep students of lower academic ability in the sixth-form.

Ian Thorn is head of geography at Strode's Sixth-Form College, Egham, Surrey.

TEACHERS' BUILDING SOCIETY

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TES 22/10

Inside jobs

Ralph Cooke describes a project which aims to provide pupils with a realistic picture of industrial society

Playing board games: students assume the executive role during a session at ICT House in Putney

Last term my fifth-formers visited GEC (Measurements) and Dormeui Diesels; this term a group of fourth-year pupils looked over a timber merchants and a department store (substantial projects have been done on those visits); a bank manager has recently been to the school to talk to these groups; and a trade unionist is expected shortly.

These are a few of the activities going on for the Mode 3 Understanding Industrial Society project, which has been established at O level and CSE. We are not the only school taking part, as about 25 schools, mainly in the West Midlands, are entering candidates.

The project, which started in 1972, was devised by Peter Birch and Alan Sauday, two West Midlands local authority advisers. They felt there was a need for a course which would help pupils understand the motivation of people playing different roles —for example, the owner of a business, a person working on the shop floor, a consumer—the possible conflicts of interest between those roles; and how these conflicts might be resolved. They also thought such a course should help pupils to see the part of relationships in economic and social structures, so that they have the knowledge and skills to assess critically information and opinions coming to them from the media.

The course is constructed as far as possible as a series of pupils' activities which can be dealt with at different levels according to ability. The trial materials consisted of three pupils' books and a teachers' guide. The materials, which have just been published, are in a single book form, with different parts for O level and CSE and a separate teachers' guide.

Pupils start by simulating the setting up of a small manufacturing firm. Having decided on a product, they carry out a market research survey, discuss pricing policy, find out how to raise initial finance and decide the type of firm to be set up (sole proprietor, partnership, private or public joint stock company). They study the organization and difficulties of a small manufacturing firm and, in the light of an actual case-study, they discuss how they might organize their own firm. Then comes an examination of retail organization so that they can decide how to market their product.

In the second part of the project, pupils look at the opportunities and difficulties *which arise as the firm expands. How can* a business reduce its average costs? How might sales be expanded? How might the interests of the businessman conflict with those of the consumer?

As the firm increases its profits it is a fair assumption that the workers will want to share in this prosperity, and so pupils look in some detail at trade unions, their functions, types and organization. This leads to types of industrial disputes, their causes, and methods of resolving them.

We move on to see how a firm might "go public" in order to raise new capital, and then look at the factors which a businessman might consider in deciding where to locate a larger mass-production factory. This is backed up by a detailed investigation of a mass-production firm, both from a case study and a visit. Also in this section, role play exercises on industrial relations are undertaken, and a study of job satisfaction is made. The second part of the project ends with a look at some of the marketing techniques employed by firms, and the attention of consumer protection.

The third part shifts the emphasis. It begins by focusing attention on demand and supply, and how prices and profits act as a mechanism for the reallocation of resources. We also question whether this might be done in other ways. Next, consideration is given to the public sector of the economy. This leads to an examination of how the Government attempts to manage the economy to achieve such aims as full employment, stable prices, balance of payments, equilibrium and economic growth. We now turn to the distribution of personal incomes and wealth and by means of case studies, consider whether income and wealth are distributed as one might wish, and if not, how redistribution might take place by means of taxation and benefits.

The effects of business activity come under scrutiny, and pupils consider such matters as the conservation of resources, waste disposal and pollution. We also look at the wealth gap between the developed and developing countries, and how increasing population exacerbates these difficulties. Finally, the pupils consider how decisions are made about *these problems* at local and national levels, so that some understanding is gained of how decisions can be influenced, for example, by pressure groups.

This is only a thumbnail sketch of the syllabus, in which there is a considerable amount of work for both pupils and teacher. Pupils are also expected to produce course work and an individual project of 2,000 words on a restricted topic arising from the course; 40 per cent of the total examination marks are allocated to this work. The remaining 60 per cent is taken up by written examination papers (one paper for CSE and two for "O" level).

This course is not intended to bolster up any particular social or economic system. Some teachers may feel that what we are trying to do is to turn out capitalistic businessmen. This is not so. The syllabus gives ample opportunity to discuss other systems and to look at questions from many points of view. Much in fact depends on the teacher and how they are structured to use the material. (Project co-ordinators please note.)

The project was to be introduced to Walton School when I arrived in 1972 to teach economics. I was interested in the content and method, but wondered how pupils would react. Having taught the project for almost four years, I am sure that the content is more relevant to them than that of a traditional commerce or economics course. What is more, the pupils see many of the topics raised as being important, and this has done wonders for their motivation.

Visits to factories are generally looked forward to—not merely to get out of school. There is a genuine curiosity and interest. Pupils want to know what goes on in industry, they want to question senior management and get answers to their questions.

The project gives a great deal of scope for discussion and role play, and many of the issues dealt with are open-ended, with no cut-and-dried answer. Pupils have been prepared to participate, and have tried to get "under the skin" of those whose roles they take on, in order to try to understand their attitudes and the conflicts of interest that might occur in various situations. Moreover, they have also spent a lot of time on trouble on their coursework. All this interest has been reflected in the exam results, which have been very encouraging so far.

There have been difficulties. Perhaps the most important one for a teacher starting the project is the new material and skills which are necessary. This should really be a contemporary problem.

Visits to firms present their own difficulties. There is the need to co-ordinate with the school timetable—which is especially difficult with a large number of pupils when several visits to the same firm must be made—and the difficulty of obtaining answers from management to some questions (although this does tell the pupils something about management attitudes when they firm).

Visiting speakers must arrive at the right part of the course; if they come too long after a particular topic has been covered the pupils will be "off the boil". And occasionally, one finds that the speaker is a disaster, and a great deal of teacher must be done in later classroom sessions.

On the other hand, I have been surprised at how cooperative many firms have been and how much effort they put into their talks. Indeed the Confederation of British Industry, publicising the project in a bulletin last year, saying that employers could help by allowing pupils to visit their businesses, offered by job applicant as qualifications for employment in industry, by accepting the CSE or O level certificate awarded the course as a Mode 3 O level equivalent British Industrial Society.

The project demands a great deal of both the pupils and the teacher. They are easier ways of gaining examination passes, but if one wishes to do more than this project has much to commend it.

Further details can be obtained from ABB, Wellington House, Aldershot, Hampshire. Ralph Cooke is head of economics at Walton School, Walton on the Hill, Surrey.

Schools Prom

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Please enclose stamped-addressed envelope to: Schools Prom, Advance Bookings, Royal Albert Hall, Kensington Gore, London SW7 2AP.
Please send me tickets for the Schools Prom as follows:

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- Stalls and Grand Tier at £2.00 each
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SOLD Balcony (side) at 75p each
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I enclose cheque/P.O. to the value of £.....plus stamped-addressed envelope. (Please make cheques payable to Royal Albert Hall.)

Name: Mr/Mrs/Miss.....
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Address.....

Receipt of your booking and cheque/postal order cannot be acknowledged. Orders will be recorded and tickets issued from mid-September. In the unlikely event of your not receiving your ticket by mid-October, please contact the Royal Albert Hall Box Office.

OFFICIAL USE ONLY:

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Nursery Education

CUMBRIA
EDUCATION COMMITTEE
VALLEY NURSERY UNIT
Whitehaven
(Estimated roll 115 — January 1977)
Required for January 1977, or as soon as possible an ASSISTANT TEACHER for this purpose built unit.
Application forms from and returnable to R. O. Powell, Assistant Director of Education, West Division, Union Hall, Scotch Street, Whitehaven, by 29th October, 1976.

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION
NORTON ST. NICHOLAS [illegible]
[illegible] TEACHER required January for Nursery Class opening in January, 1977. Scale 2 post available.
Application forms and further details are available from the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
QUEENBOROUGH COUNTY PRIMARY SCHOOL
Edward Road, Queenborough, Sheerness, Kent
TEACHER required for NURSERY UNIT, Scale 2 post. Must have good knowledge of three to five year olds and be able to lead a team of one other qualified teacher and two qualified Nursery Assistants.
Application forms may be obtained from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to whom they should be returned.

Primary Education

Headships

AVON COUNTY
STAPLE HILL J.M. AND I. SCHOOL
Staple Hill, Bristol BS16 4QG
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 6. Vacancy from 19th April, 1977.
Stamped addressed envelope for further details and application form returnable by 5th November from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol BS99 7EB.

AVON COUNTY
WORLE "A" J.M. AND I. SCHOOL
Mead Vale, Weston-super-Mare
Applications invited for the HEADSHIP of this school. Salary in accordance with Group 4. Vacancy from 19th April, 1977.
Stamped addressed envelope for further details and application form returnable by 5th November, from Chief Education Officer, Avon House North, P.O. Box 57, St. James Barton, Bristol BS99 7EB.

CLWYD
COUNTY COUNCIL
LECSWOOD V.P. SCHOOL
(Group 3)
(100 pupils)
[illegible]
Application forms (in Welsh or English) may be obtained from the undersigned, to whom they should be returned by November 1st.
John Howard Davies, Director of Education, Shire Hall, Mold.

CUMBRIA
EDUCATION COMMITTEE
FRIZINGTON COUNTY PRIMARY SCHOOL
(Mixed: 4-11: Roll 330: Group 4)
Re-advertisement
HEAD required for Easter 1977 for this Community School.
This post carries a Social Priority Area Allowance plus Community School Allowance of £100 per annum.
Application forms and further particulars obtainable from R. O. Powell, Assistant Director of Education, West Division, Union Hall, Scotch Street, Whitehaven to whom they should be returned by 5th November, 1976.

DORSET
CHARMOUTH COUNTY PRIMARY SCHOOL
Near Bridport
Group 3, roll 148
HEAD TEACHER required from April, 1977.
Assistance with removal and legal expenses.
For application form (to be returned by November 10) and further details, send foolscap stamped addressed envelope to The Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ.

DORSET
SOUTH ROAD COMBINED SCHOOL
South Road, Poole
(250 on roll, aged 3½ to 12)
Applications are invited for the HEADSHIP of this Group 4 school, which falls vacant in April, 1977.
There is a Nursery Unit which is an integral part of the school.
Assistance with removal and legal expenses.
Application form and further details from the Staffing Officer (on receipt of stamped addressed envelope), Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth.

ESSEX
THURROCK AREA
ARTHUR BUGLER COUNTY INFANTS' SCHOOL
St. James Avenue East
Stanford-le-Hope
(Roll 240 : Group 5)
HEAD for this Infants' School with effect from the beginning of the Summer Term 1977.
[illegible]
MILDMAY COUNTY JUNIOR SCHOOL
Robin Way, Galleywood Road
Chelmsford
(Roll 528 : Group 7)
HEAD for this Junior School with effect from the beginning of the Summer Term 1977.
Closing date : 5th November, 1976.
Application forms and further details of this post may be obtained from the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford.

GATESHEAD
(Metropolitan Borough of)
Applications are invited from suitably qualified candidates for the undermentioned vacancy with this Authority :—
ST. AGNES R.C. (AIDED) PRIMARY SCHOOL
Crawcrook, Ryton, NE40 4NF
HEAD TEACHER required for this Group 3 Primary School.
Application forms, available from the undersigned, should be completed and returned to this office by not later than Friday, 5th November, 1976.
M. A. Surcot, Director of Education, Prince Consort Road South, Gateshead, NE8 4LP.

GLOUCESTERSHIRE
HEAD TEACHER from commencement of Summer Term 1977 for HERON INFANTS COUNTY SCHOOL
Heron Park, Bainbridge
Gloucester
New School, initially admitting five to 11 years. Group 4.
Forms and further particulars from the Chief Education Officer, Shire Hall, Gloucester. Enclose stamped addressed envelope.

HAMPSHIRE
SOUTHAMPTON AREA
ST. MONICA FIRST SCHOOL
St. Monica Road, Sholing, Southampton
HEADSHIP, GROUP 6
(Re-advertisement. Previous applications will be carried forward.)
Applications are invited for this post for April, 1977.
Since reorganisation in 1970, the pattern of primary education in Southampton is First Schools for children aged five to eight, Middle Schools for pupils aged eight to 12 and Primary Schools for pupils aged five to 12.
Further particulars and application forms may be obtained by sending a stamped addressed envelope to: The Area Education Officer (SW1), Southampton Area Education Office, Arundel Towers North, Portland Terrace, Southampton SO9 4XE. Closing date for applications, 1st November, 1976.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
Required January, 1977, or as soon as possible thereafter :—
CLOCKHOUSE JUNIOR SCHOOL
(Roll 421)
Clockhouse Lane, Collier Row
Romford RM5 3QR
HEAD TEACHER for this four-form entry, Group 6 Junior School.
There is a scheme for removal expenses.
Application forms and further details available (stamped addressed envelope, please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday, 1st November, 1976.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
ARDELEY J.M.I. (AIDED) SCHOOL
Ardeley, near Stevenage
(Group 1)
HEAD TEACHER required, April, 1977, for this village school, pleasantly situated near Stevenage. Forty-three children on roll. There is also a vacancy for a TEACHER (Scale 1) to take charge of the infant class. The Governors are anxious to appoint a married couple to the posts if possible. The school has close links with the parish church which has a Catholic tradition. Communicants preferred. School house available.
Application forms and further details from Divisional Education Officer, The Grange, High Street, Stevenage.
Removal expenses may be paid.
Closing date: November 5.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
MARTINS WOOD JUNIOR MIXED SCHOOL
Mildmay Road, Stevenage
(Group 5)
HEAD TEACHER required April, 1977, for this established Junior Mixed School situated in a pleasant area of Stevenage New Town.
Application forms and further details from Divisional Education Officer, The Grange, High Street, Stevenage, to whom applications should be returned by 5th November.
Removal expenses may be paid.

HERTFORDSHIRE
COUNTY COUNCIL
MID HERTS DIVISION
THE HOLY FAMILY (R.C. (J.M.I.) VOL. AIDED SCHOOL
Welwyn Garden City
(Group 4)
HEAD required January. Vacancy due to death of Mr. J. Hunt. This one-form entry Catholic School was opened in 1968. Nursery class accommodation is provided in the school.
Financial assistance with household removal expenses is available in approved cases.
Application forms and further details from Divisional Education Officer, 4 Queens Road, Welwyn Garden City, to be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
APPOINTMENT OF HEAD TEACHER
THANET DIVISION
BROADSTAIRS
St. Mildred's County Primary Infants
Group 5. Roll 205
Appointment to take effect from January 1st, 1977, or as soon as possible thereafter.
Application forms and further particulars from Divisional Education Officer, Dunemount, The Vale, Broadstairs, CT10 3YZ, to whom they should be returned by October 29th, 1976.
MAIDSTONE DIVISION
ULCOMBE C.E. PRIMARY SCHOOL
Group 4
Roll 130
Appointment to take effect from April 1st, 1977. Application forms and further particulars from Divisional Education Officer, Astley House, Hastings Road, Maidstone, Kent, to whom they should be returned by October 29th, 1976.

LONDON
COUNTY PRIMARY SCHOOL
EFFRA INFANTS' SCHOOL
(S.W.2)
Please see separate display advertisement.

NEWHAM
(London Borough of)
HARTLEY JU. SCHOOL
Hartley Avenue, London E6
(Roll 450)
Required for January, 1977, or as soon as possible thereafter
HEADTEACHER (Group 6)
Burnham Scale, plus London Allowance £402, plus Social Priority Allowance £201 [illegible]
Application forms may be obtained from the undersigned, and should be returned by [illegible] 1976.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
NORTHAMPTON : ST. [illegible] C.E. AIDED LOWER SCHOOL
(Group 6)
Re-advertisement
Required for April, 1977, [illegible]
TEACHER for this Group [illegible] School.
Schools in the borough of Northampton are organised into a three tier system with Lower Schools for pupils aged five to nine, Middle Schools aged nine to 13 and Upper Schools aged 13 plus.
Closing date : 12th November [illegible]
Details and forms (stamped addressed envelope) from County Education Officer (Ref. [illegible]), Northampton House, Northampton NN1 2HX.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
WELLINGBOROUGH [illegible] ENDOWED C.E. JUNIOR SCHOOL
(Group 4)
Re-advertisement
An able and experienced TEACHER required for the HEADSHIP of this school [illegible] voluntary controlled school which has some 100 children on roll. The successful candidate will be expected to take up the appointment on 18th April, 1977. Closing date [illegible] November.
Details and forms (stamped addressed envelope) from County Education Officer (Ref. [illegible]), Northampton House, Northampton NN1 2HX.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
WELLINGBOROUGH : [illegible]
A NEW PRIMARY SCHOOL
Group 4
Required April, 1977, experienced TEACHER for the HEADSHIP of this new 240 place primary school which is due to open [illegible] 1977.
Closing date [illegible] November.
Details and forms (stamped addressed envelope) from County Education Officer (Ref. VGI), Northampton House, Northampton NN1 2HX.

ilea
Inner London Education Authority

For teaching posts in Inner London

See page 53

Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines).

Display in classified advertisements £8.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to :—

The Advertisement Manager,
The Times Educational Supplement,
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

ilea INNER LONDON EDUCATION AUTHORITY

Effra (I) School
Barnwell Rd., S.W.2

Headship

Vacant now. Roll 150, Burnham Group 4, salary £4,[illegible] to £5,418, plus £312 addition, plus London Allowance plus Social Priority Allowance.

Please send self addressed envelope for application form and further particulars to The Education Officer, EO/TS10, The County Hall, London SE1 7PB.

Closing date for return of completed application forms November 5.

PRIMARY
Headships
continued

NORTH YORKSHIRE
(County of)
Applications are invited from suitably experienced TEACHERS for the following post available September, 1977 :—
HEAD TEACHER
COLBURN COUNTY PRIMARY SCHOOL
(near Catterick Garrison)
(Group 7)
Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

NORTH YORKSHIRE
(County of)
(Re-advertisement)
Applications are invited from suitably experienced TEACHERS for the following post in WENSLEYDALE :
HEAD TEACHER
LEYBURN R.C. PRIMARY SCHOOL
(Group 1)
Previous applicants will be considered.
Send stamped addressed envelope for form. Completed forms required within 14 days of this advertisement. County Education Officer, County Hall, Northallerton.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following posts:—
HEADMASTER/HEADMISTRESS
THIMLEY ST. MARY COUNTY PRIMARY SCHOOL
Group 4: age range five to 11
[illegible] COUNTY PRIMARY SCHOOL
Group 4: age range five to nine
Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped addressed envelope, please), to be returned by 5th October, 1976.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced TEACHERS for the following post:
HEADMASTER/MISTRESS
GUILDHALL FEOFFMENT COUNTY PRIMARY SCHOOL
Bury St. Edmunds
Group 5
Age range 5 to 9
Application forms and further details obtainable from the County Education Officer, Education Office, Grimwade Street, Ipswich (stamped addressed envelope, please), to be returned by 5th November, 1976.

WARWICKSHIRE
APPOINTMENT OF HEAD
SOUTHAM INFANT SCHOOL
St. James Road, Southam, Leamington Spa
Applications are invited from suitably qualified and experienced TEACHERS for the post of Head of this Group 4 School (240 on roll) with effect from April, 1977.
On receipt of a stamped addressed envelope, application forms and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 29th October, 1976.

Deputy Headships Senior Masters/ Mistresses

AVON COUNTY
ST. BERNARD'S R.C. V.A. J.M. AND I. SCHOOL
Shirehampton, Bristol BS11 9TU
Required for January, DEPUTY HEAD, Group 5. Interest in BOYS' GAMES/MUSIC. Practising Catholic preferred.
Application by letter to the Head immediately with full details of qualifications, experience, names of two referees and stamped addressed envelope for reply.

DERBYSHIRE
COUNTY COUNCIL
(Re-advertisement)
RIDDINGS JUNIOR SCHOOL
Church Street, Riddings, Derby DE5 4GW
(Number on roll 168)
DEPUTY HEAD (Group 4)
Further details and application form to be obtained from and returned to the Headmaster by October 29, 1976.

DURHAM
COUNTY COUNCIL
DEPUTY HEAD TEACHER
Applications are invited from suitably qualified TEACHERS for the post of DEPUTY HEAD TEACHER of
CHILTON COUNTY INFANT SCHOOL
Group 4
Application forms, obtainable from Area Administrative Officer, Education Office, Green Lane, Spennymoor, on receipt of foolscap stamped addressed envelope, to be returned by November 8, 1976.

EAST SUSSEX
COUNTY COUNCIL
BRIGHTON AREA
[illegible] STREET FIRST SCHOOL
Middle Street, Brighton
Re-advertisement
Required January or Easter: DEPUTY HEAD of this Group 5 school.
Scheme of relocation grants in approved cases.
Application forms and further details obtainable from Area Education Officer, Royal York Buildings, Old Steine, Brighton for return not later than 1st November.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
GROVELAND INFANT SCHOOL
Groveland Road, London N9 7HA
Roll 180
Required for Easter 1977, DEPUTY HEAD TEACHER. Group 4.
The Deputy Head will be involved in the removal of the school to a new semi-open plan building in the summer of 1977. Experience in cooperative teaching and working in an open-plan school would be welcome.
Consideration given to the following: 100 per cent removal expenses (maximum £400), general assistance with re-location costs, temporary housing, accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Application forms (stamped addressed envelope) obtainable from the undersigned, to be returned to the Director of Education by Friday, 5th November, 1976.
Education Department, Civic Centre, Silver Street, Enfield EN1 [illegible]
[illegible] Hutchinson, Director of Education.

GWENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for 1st January, 1977
Applications are invited from suitably qualified TEACHERS for the following post: ST. DAVID LEWIS R.C. JUNIOR AND INFANTS SCHOOL, Newport
DEPUTY HEADTEACHER Group 5.
Application forms obtainable from the Correspondent Manager, Rev. Canon W. Cahill, St. Davids Presbytery, Park Crescent, Newport, Gwent, to whom they should be returned.
Closing date for receipt of applications, 5th November, 1976.
Successful applicants will be required to submit a satisfactory medical report on appointment.

HAMPSHIRE
NORTH EAST AREA
YATELEY COUNTY INFANT SCHOOL
Cranford Park Drive, Yateley
(N.o.r. 235)
Required for January, 1977,
DEPUTY HEAD TEACHER, Group 5.
Forms of application obtainable on submission of a foolscap, stamped addressed envelope from the Area Education Officer, Crossways, Boundary Road, Farnborough.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
BRASTED C.E. (CONTROLLED) PRIMARY SCHOOL
Brasted, Westerham, TN16 1HU
Brasted C.E. Primary School (J.M. & I.)
(Group 3) Approx. roll 60
DEPUTY HEAD required for January, 1977.
Application forms available from the school to be returned to the Head Master enclosing two stamped addressed envelopes. Closing date Monday, November 8th, 1976.
MAIDSTONE DIVISION
MAIDSTONE NORTH BOROUGH CP JUNIOR SCHOOL
Required January, 1977:
SECOND MASTER for this Group 7 School.
Candidates should have a wide experience in Junior School work and be prepared to undertake some administrative responsibility.

KIRKLEES
METROPOLITAN COUNCIL
LINDLEY C.E. (A) INFANTS' SCHOOL
East Street, Lindley, Huddersfield
Applications are invited from suitably experienced TEACHERS for the DEPUTY HEADSHIP of this Group 4 Infants' School for Easter 1977. Applicants should be practising communicant members of the Church of England.
Application forms and further particulars (stamped addressed envelope, please) from the Rev. R. Cuthbert, Lindley Vicarage, 32 Occupation Road, Huddersfield HD3 3EE, to whom completed forms should be returned by 5th November, 1976.

LEICESTERSHIRE
DEPUTY HEADSHIP
LINDEN JUNIOR SCHOOL
Gwendoline Drive, Countesthorpe
Leicester
DEPUTY HEAD required January or April. Approximately 385 on roll. Group 6. Details from the Head, Miss P. M. Swan (stamped addressed envelope).
Apply (no forms) with full particulars and names and addresses of two referees to the Head by 2nd November.

Heads of Department

HAMPSHIRE
NORTH-EAST AREA
HEATHERSIDE COUNTY JUNIOR SCHOOL
Reading Road South, Fleet
(Number on roll, 604)
Required for April, 1977, qualified TEACHER—MATHEMATICS CONSULTANT—Scale 3.
Please write to the school, giving curriculum vitae, together with names and addresses of two educational referees. Further details obtainable from the Head.
Assistance with removal expenses in approved cases.

HAMPSHIRE
NORTH-EAST AREA
CROOKHAM COUNTY JUNIOR SCHOOL
Tweseldown Road, Church Crookham, Aldershot
(Number on roll, 470)
Required for January, 1977, SECOND YEAR LEADER: Scale 3 post.
Please write to the school, giving curriculum vitae, together with names and addresses of two educational referees. Further details obtainable from the Head.
Assistance with removal expenses in approved cases.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
BEACONTREE HEATH JUNIOR SCHOOL
(Roll 430)
Required April 1977 or earlier if possible:
Well qualified and experienced TEACHER to be responsible for the Upper School (3rd/4th years vertically grouped). Modern building in which an integrated day is worked within an informal teaching situation. Experience in working in an Open-Plan School an advantage. Please state any specialist interests. Visits to the School welcome. (Telephone: 01-592 6665).
Scale 3 plus £402 London Addition.
Reimbursement of removal expenses in approved cases.
Application form (stamped addressed envelope) available from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 5th November 1976.

BARNET
(London Borough)
Required for January 1977:—
BELL LANE J.M.I. SCHOOL
Bell Lane, Hendon, N.W.4.
HA8 0HB
(Roll 250)
Experienced TEACHER for Lower Juniors. Responsibility for GIRLS' GAMES. Scale 2.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Application forms (stamped addressed envelope) obtainable from The Director of Educational Services, Town Hall, Friern Barnet, N11 3DL, to be returned to the Head Teacher of the school as soon as possible.

CAMBRIDGESHIRE
MARCH AREA
GOREFIELD COUNTY PRIMARY SCHOOL
Gorefield, Wisbech, Cambs
PE13 4NB
Tel.: Newton 321
Group 3 (Roll 100)
Required for January, 1977, or as soon as possible thereafter, ASSISTANT TEACHER (Scale 2) for a mixed class of second and third year juniors. Responsibility for swimming and games.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees direct to the Head Teacher, Mr. A. H. Watson, at the above address not later than November 2, 1976.

CUMBRIA
EDUCATION COMMITTEE
ABBOTSMEAD COUNTY INFANTS' SCHOOL
Barrow-in-Furness
(County; three to seven; mixed roll 266)
An experienced INFANTS' TEACHER (Scale 2) is required to further the development of Music throughout the school.
Application forms available from C. H. Bishop, Assistant Director of Education, South Division, John Whinnerah Institute, Barrow-in-Furness, to be returned to the Head of the School.

DEVON
CHUDLEIGH C. OF E. PRIMARY
Newton Abbot
TEACHER, Scale 2, required January, 1977, or as soon thereafter as possible, initially for Upper Juniors, with special responsibility for GAMES and outdoor pursuits.
Application forms (stamped addressed envelope foolscap) returnable by 5th November, 1976, from Headmaster.

DEVON
TORQUAY BARTON JUNIOR SCHOOL
Barton Hill Road
Teacher, Scale 3, required January or April, 1977, for Lower Juniors. An energetic and enthusiastic TEACHER is sought to take a leading role in the work of the first two years in the School and to have special responsibility for LANGUAGE development, with particular reference to reading, throughout the school.
Further details, and application forms (stamped addressed envelope foolscap) returnable by November 5, 1976, from Headmaster.

DUDLEY
(Metropolitan Borough)
MOUNT PLEASANT PRIMARY SCHOOL
Mount Pleasant, Quarry Bank
(5-12, 325 on roll)
Required for January, 1977, lively and enthusiastic TEACHER for 8-9 year-old class with ability to co-ordinate three classes and run School Library (Scale 2).
Application forms from, and returnable to, I. Buck, Director of Education, Education Department, 3 St. James's Road, Dudley, West Midlands DY1 1JQ (stamped addressed envelope).

EALING
(London Borough of)
EDUCATION SERVICE
DURDANS PARK FIRST SCHOOL
King George's Drive, Southall, Middlesex
Experienced qualified TEACHER required from January for the ENGLISH LANGUAGE DEVELOPMENT class. Scale 2 Salary.
Application forms (stamped addressed envelope) from Chief Education Officer to be returned by 8 November, 1976.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
London Allowance £402.

EALING
(London Borough)
EDUCATION SERVICE
ST. VINCENT'S R.C. FIRST AND MIDDLE SCHOOL
Pierrepoint Road, Acton W3 9JR
Required from January, or as soon as possible thereafter, experienced TEACHER for HOME ECONOMICS. Scale 2 salary.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (stamped addressed envelope), from Head Teacher to be returned by 8 November, 1976.

EAST SUSSEX
MAYFIELD C.E. SCHOOL
Required from January, TEACHER initially for second and third year JUNIORS. Scale 2 available for teacher willing to organise all aspects of expanding library.
Scheme of relocation grants available in approved cases.
Application forms from Area Education Officer, 49 St. Anne's Crescent, Lewes (foolscap stamped addressed envelope) to whom completed forms should be returned.

HAMPSHIRE
NORTH WEST AREA
CHINEHAM PARK JUNIOR SCHOOL
Shakespeare Road, Popley
Basingstoke
Required for January, 1977, a TEACHER with strong interest in MUSIC, to act as MUSIC COORDINATOR and take GENERAL SUBJECTS. Scale 2 post.
Applications in writing to the Headmaster giving curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

HAMPSHIRE
NORTH-EAST AREA
ST. JOSEPH'S R.C. JUNIOR SCHOOL
St. Joseph's Road, Aldershot
(Number on roll 240)
Required for January, 1977 —
Qualified TEACHER—MUSIC desirable. Scale 2 post for suitably qualified and experienced teacher able to teach Roman Catholic faith.
Please write to the school giving curriculum vitae, together with names and addresses of two educational referees. Further details obtainable from the Head.
Assistance with removal expenses in approved cases.

HAMPSHIRE
NORTH-EAST AREA
MAYHILL COUNTY JUNIOR SCHOOL
The Bury, Odiham
(Number on roll, 269)
Required for January, 1977:—
Qualified TEACHER—Scale 2 post. —MATHEMATICS/SCIENCE CONSULTANT.
Please write to the school, giving curriculum vitae, together with *names and addresses of two educational referees.* Further details obtainable from the Head.
Assistance with removal expenses in approved cases.

HARINGEY
(Borough of)
Required for April, 1977, or earlier.
FAIRHAM J.M. SCHOOL
Earlham Grove, N.22
(Group 6)
Experienced TEACHER to take responsibility for BOYS' GAMES, PASTORAL WORK/AUDIO VISUAL AIDS. Scale 3 post for suitable candidate. The School has been designated one of Social Priority and an additional allowance of £201 [illegible] per annum is payable.
London Allowance £402 payable.
Removal expenses—100 per cent allowed.
Application forms (stamped addressed envelope) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 12th November, 1976.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. HELEN'S C. OF E. JMI SCHOOL
Brewhouse Hill, Wheathampstead
St. Albans
TEACHER required January to take class of middle Juniors and also take a lead in Music in the school, to play for assembly and continuing work with choir. Scale 2 post available.
Write to the Headmaster naming two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts, GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.
DARTFORD DIVISION
WILMINGTON C.P. SCHOOL
Common Lane, Wilmington
Dartford
Experienced, energetic and enthusiastic TEACHER for reception Infants. Ability to create good displays and drama productions throughout school. New school, semi open plan, good facilities. Scale 2. Fringe Allowance.
Applications by letter giving full details to the Headmaster.
GRAVESHAM DIVISION
KING'S FARM JUNIOR SCHOOL
Windsor Road, Gravesend
(Roll 292)
Required, TEACHER for January for combined first/second year class, Scale 2 post available.

DOVER DIVISION
SOUTH DEAL COUNTY PRIMARY
Mill Road, Deal
Experienced TEACHER for Juniors required. Able to take Music throughout the Department. Please state other interests.
Scale 3 post available for suitable applicant.
Applications to the Head Teacher at the School.

SEVENOAKS DIVISION
[illegible] AMHERST COUNTY JUNIOR SCHOOL
Witches Lane, [illegible], Sevenoaks, Kent, TN13 2AX
AMHERST COUNTY JUNIOR SCHOOL
(Group 6)
Approximate Roll 370
Required for January, 1977, a Scale 2 post, coordinating role, lower juniors MATHEMATICS and SCIENCE. Cooperative teaching unit. Class an advantage.
Application forms available from the school to be returned to the Headmaster enclosing two stamped addressed envelopes. Closing date Monday, 8th November, 1976.

MAIDSTONE DIVISION
MAIDSTONE NORTH BOROUGH C.P. JUNIOR SCHOOL
TEACHER required to take responsibility for BOYS' GAMES throughout this Group 7 school together with Year Group leadership and/or remedial work. Scale 3.

KIRKLEES
METROPOLITAN COUNCIL
BIRKBY COUNTY JUNIOR SCHOOL
Wasp Nest Road, Fartown, Huddersfield
Required for January or Easter 1977, TEACHER, Scale 2, to take charge of a class of third year (mixed ability) Junior children. To teach Music, to own class and some others and co-ordinate musical activities throughout the school.
Application forms (stamped addressed envelope please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom they should be returned as soon as possible.

NEWHAM
(London Borough of)
Required January, 1977, or earlier. Two suitably qualified TEACHERS to take charge of two remedial units (Scale 2).
Burnham Scales, plus London Allowance £402.
Application forms may be obtained from the undersigned and should be returned immediately.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 [illegible].

NEWHAM
(London Borough of)
SALISBURY COUNTY PRIMARY JUNIOR SCHOOL
Romford Road, London E12 5AF
(Roll : 380)
Required Easter, 1977, or January 1977, if possible :
TEACHER to be responsible for GIRLS' PHYSICAL EDUCATION. The person appointed would be responsible for Organised Games with 3rd and 4th year Girls, and should be able to help and advise other members of Staff concerning Physical Education matters generally and should be willing to take charge of some after school activities, mainly with girls. An interest in swimming would be an advantage.
Burnham Scales, plus London Allowance, £402.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 3DL.

SHEFFIELD
EDUCATION COMMITTEE
SHIREGREEN NURSERY FIRST SCHOOL
Bracken Road, Sheffield S5 [illegible]
Required for January, 1977, a TEACHER to assist in MATHEMATICS and curriculum development throughout the school. Scale 2 plus SPS.
Forms of application may be obtained from the Head Teacher to whom they should be returned as soon as possible.

SHEFFIELD
EDUCATION COMMITTEE
UPPERTHORPE NURSERY FIRST SCHOOL
Daniel Hill Walk
Sheffield S6 3JH
Required, as soon as possible, a TEACHER with relevant experience to be responsible for the Nursery Classes in the separate school building at Philadelphia. The successful candidate will be expected to take an active interest in the community involvement of the school. Scale 2 plus SPS.
Application forms are obtainable from the Head Teacher to whom they should be returned as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
Primary teaching vacancies for January, 1977.
Scale 2
WHITCHURCH C.E. INFANTS SCHOOL
Station Road, Whitchurch
TEACHER required for Scale 2 post with responsibility for library and reading development.
PARK COUNTY JUNIOR SCHOOL
North Road, Wellington
ASSISTANT TEACHER required. Interest in gymnastics desirable.
OSWESTRY C.E. JUNIOR SCHOOL
Beech Grove, Oswestry
Experienced TEACHER required for general activities. Interest in Art/Craft. Closing date November 1st, 1976.
Send stamped addressed envelope for application forms to : The County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

SUTTON
(London Borough of)
EDUCATION DEPARTMENT
CHEAM COMMON JUNIOR SCHOOL
(Number on roll 151)
Kingsmead Avenue, Worcester Park, Surrey
SCALE 3
TEACHER to take fourth year class. An ability to offer one or more of the following extra curricular activities would be an advantage: PHYSICAL EDUCATION and GAMES, BAGA coaching, FRENCH, CHESS.
Please telephone Mr Wilson, Head teacher (01-337 1844), as soon as possible.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January 1977:
PALMERS CROSS J. AND I. SCHOOL
Scale 2.
MUSIC with some interest in Physical Education if possible.
Applications by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement to the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4BH.

County of Cleveland

PRIMARY SCHOOL

SCALE 2 POST (2 POSTS)

NEWTOWN INFANT SCHOOL
Durham Road, Stockton, Cleveland TS19 0DE
Required from Easter, 1977, or earlier if possible, two suitably qualified and experienced teachers capable of playing a leading part in reading and language development with special reference to audio-visual apparatus.
Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teacher at the address shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement.

Derbyshire
headship

Applications are invited from suitably qualified primary teachers for the Headship of the following school.

Ripley Street Lane Primary School
40 Children GROUP 1

Closing date 5th November, 1976

Application forms and particulars for the above post (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3BG.

Derbyshire
headship

Applications are invited from suitably qualified teachers for the Headship of the following school.

Matlock All Saints C.E. (Controlled) Junior School
310 Children GROUP 5

Closing date 5th November, 1976

Application forms and particulars for the above post (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3BG.

PRIMARY continued

Scale 1 Posts

BARNET
(London Borough)
Required for January, 1977:
ST. ANDREW'S C.E. J.M.I. SCHOOL
The Green, N20 8NN
Roll 225
Sympathetic TEACHER for Lower Juniors.

In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.

Application forms (stamped addressed envelope) obtainable from the Director of Education Services, Town Hall, Friern Barnet, N11 3DL, to be returned to Mr. P. G. H. Woodruff, 10 Southway, N20, as soon as possible.

BERKSHIRE
ST. ETHELBERT'S R.C. FIRST SCHOOL
Slough
(Age range: 5-8 years)

Required January, 1977, experienced TEACHER for Reception class. £150 per annum local weighting. Possibility of council accommodation removal lodging allowances.

Application forms obtainable from the District Education Officer, 48 High Street, Slough.

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London area.
CROFTON JUNIOR SCHOOL
Town Court Lane, Orpington, Kent
ASSISTANT TEACHER required in January, 1977 for Upper Juniors. A particular interest in BOYS' GAMES and ability to help with SWIMMING essential. The school has its own indoor heated swimming pool.

Application forms obtainable from the Chief Education Officer, Sunnymead, Bromley Lane, Chislehurst, Kent BR7 6LH. Telephone 01-467 5561 to whom they should be returned.

Closing date 2nd November 1976.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
GREAT LINFORD COUNTY COMBINED SCHOOL
TEACHER required for January 1977 for this new combined school designed for 480 children aged five to 12 years. Scale 1 post. The school is situated in the designated area of the new city of Milton Keynes. The Development Corporation is making a number of houses available for rent to teachers appointed to schools within the designated area.

Subject to the County Council's regulations removal expenses up to £198 and board and lodging allowances will be payable.

Application forms obtainable from the Head, Great Linford County Combined School, St. Leger Drive, Great Linford, Milton Keynes MK14 5BL. (Please enclose a stamped addressed foolscap envelope.)

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated—

Closing date is fourteen days after the appearance of the advertisement.

In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds LS1 3AE.

For other posts in secondary and high schools, application should be made to the head teacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence. Requests for forms and details should be accompanied by a stamped addressed envelope.

Posts specified in accordance with the requirements of Burnham Reports are automatically exempt from the provisions of the Sex Discrimination Act.

PRIMARY SCHOOLS

DEPUTY HEADSHIP

N.W.799 HORSFORTH NEWLAITHES JUNIOR SCHOOL (No. on roll: 349 (Mixed, 7-11 years)
Victoria Crescent, Horsforth, Leeds LS18 4PT.
[illegible]

Further details will be forwarded with application form.

SCALE 2 POSTS

W.807 PARK SPRING PRIMARY SCHOOL (No. on roll: 412, 5-9 years)
Wellstone Avenue, Leeds LS13 4EH. Telephone: Leeds 576589
Headteacher: Miss M. Servent
Required for January or Easter, 1977, a teacher for a vertically grouped class of primary aged children to have special responsibility for the organisation of the library.

W.808 RAYNVILLE PRIMARY SCHOOL (No. on roll: 763, 5-9 years)
Cross Aston Grove, Leeds LS13 2TQ. Telephone: Leeds 599590
Head Teacher: Mr. P. H. Sargeant
Required for January, 1977, an enthusiastic teacher to work in a team teaching situation with five to six-year-old children. Applicants, who should be willing and able to play a full part in all areas of school activities, are asked to state any special interests.
A Scale 2 post is available for a suitably experienced teacher.

SCALE 1 POSTS

N.W.800 BURLEY ST. MATTHIAS C. OF E. (CONTROLLED) PRIMARY SCHOOL (No. on roll: 160, 5-9 years)
Cardigan Lane, Leeds LS4 2NX. Telephone: Leeds 755885
Headteacher: Mrs. O. Jakusz
Required for December, 1976 January, 1977, a teacher for a class of seven-year-olds. Ability to play the piano would be an advantage, though not essential. S.P.S. Allowance.

S.903 LOW ROAD PRIMARY SCHOOL (No. on roll: 240, 5-9 years)
Low Road, Hunslet, Leeds LS10 2PS. Telephone No: Leeds 712061
Headteacher: Miss J. Harrison
Required for January, 1977, or as soon as possible, a teacher for a class of seven to nine-year-old children. The post will be suitable for a teacher with a keen interest in language development and music will be an advantage.
Previous applicants for Post S.715 need not apply as their applications will be reconsidered.

HIGH/SECONDARY SCHOOLS

SCALE 1 POST

N.W.802 BENTON PARK GRAMMAR SCHOOL (No. on roll: 1,078 (Mixed), 11-18 years)
Harrogate Road, Rawdon, Leeds LS19 6LX.
Telephone: Rawdon 502130.
Head Teacher: Mr J. R. G. Smith, BA
Required for January, 1977, a fully qualified ART and CRAFT TEACHER to join a long-established and thriving department. The candidate should preferably be able to teach photography up to C.S.E. standard and be capable of teaching a wide range of activities connected with Art and Craft to children from 11 to 18 years of age. Examinations are taken at 'A', 'O' and C.S.E. levels. An interest in out-of-school activities would be an advantage.
The school is situated on one site surrounded by mature woodland and draws its pupils increasingly from the local community—the school is comprehensive in the first three years.

E.806 GARFORTH COMPREHENSIVE SCHOOL (No. on roll: 1,660, 11-18 years)
Lidgett Lane, Garforth, Leeds LS25 1LJ.
Telephone: Garforth 890912.
Acting Headteacher: Miss B. A. Wilson
Required as soon as possible, a SCIENCE TEACHER, preferably with interests in both Chemistry and Biology. Work could be available at C.S.E., 'O' and 'A' levels to the successful applicant. The Department has 11 staff and well-equipped laboratories.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invited applications from suitably qualified and experienced TEACHERS.
CYPRESS JUNIOR MIXED
Cypress Road, London S.E.25
Tel: 01-653 2618
Head: Mr. E. C. Parish
Tenable: 1st January, 1977.
Enthusiastic TEACHER for second year Juniors.
Salary—Burnham Scale 1, with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invited applications from suitably qualified and experienced TEACHERS.
WADDON INFANTS
Purley Way, Croydon, Surrey CR0 4RG
Tel: 01-688 9983
Head: Mrs. C. Goston
Tenable: 1st January, 1977
Experienced TEACHER for Reception Class (rising fives) Infant/Nursery trained.
Salary—Burnham Scale 1 plus Social Priority Allowance with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address as soon as possible.

DEVON
STOKE DAMEREL JUNIOR SCHOOL
Somerset Place, Stoke, Plymouth
Required January, 1977 TEACHER for upper Juniors. Particular interest in language development and boys' games would be welcomed. Scale 1.
HYDE PARK INFANTS SCHOOL
Hyde Park Road, Plymouth
Required January, 1977, an Infants trained TEACHER, Scale 1.
Application forms (stamped addressed envelope) for above appointments obtainable from Head Teachers and returnable to them within 14 days.

DORSET
STOUR PROVOST COUNTY PRIMARY SCHOOL
(Roll 180)
near Gillingham
TEACHER required from January, 1977, for reception and lower infants.
Assistance with removal and legal expenses.
For application form (to be returned by 5 November) send foolscap stamped addressed envelope to the Staffing Officer, Education Department, County Hall, Dorchester, Dorset, DT1 1XJ.

DUDLEY
(Metropolitan Borough)
HURST GREEN PRIMARY SCHOOL
Narrow Lane, Halesowen
(5 to 9, 240 on roll)
Required for January, 1977, Reception and First Year Infant/Junior TEACHER willing to work in an open plan situation with team teaching. Ability to play the piano an advantage.
Application forms from, and returnable to, J. Hird, Director of Education, Education Department, 2 St. James's Road, Dudley, West Midlands DY1 1JQ (stamped addressed envelope).

EALING
(London Borough of)
EDUCATION SERVICE
ACTON WELLS FIRST AND MIDDLE SCHOOL
School Road, Victoria Road, Willesden, London, N.W.10.
Required from January, 1977, qualified TEACHER, Scale 1, for class 6-7 year old children in first school.
London Allowance of £402.
Social Priority Allowance payable.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodgings, subsistence and travel expenses whilst looking for accommodation.
Forms obtainable from the Headmaster and returnable to the Headmaster.

EAST SUSSEX
COUNTY COUNCIL
HOLLINGTON INFANTS' SCHOOL
Headmistress: Miss A. E. Craddock
(Re-advertisement)
Required January, 1977, qualified Infant TEACHER for 7-year-olds. Ability to take MUSIC, possibility of Scale 2 post for suitable applicant.
Application forms (to be returned by Friday, October 29, 1976) from the Area Education Officer, 20 Wellington Square, Hastings.

EAST SUSSEX
COUNTY COUNCIL
ST. PAUL'S C.E. PRIMARY SCHOOL
Headmaster: Mr. D. Norcross.
Required January, 1977, Reception/Middle Infants TEACHER, Scale 1 post.
Application forms (to be returned immediately) from the Area Education Officer, 20 Wellington Square, Hastings.

HAMPSHIRE
NORTH EAST AREA
NEWPORT COUNTY JUNIOR SCHOOL
Newport Road, Aldershot
Number on roll 292
Required for January, 1977, Qualified TEACHER—Scale 1 post. Please write to the school giving curriculum vitae, together with names and addresses of two education referees.
Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HAMPSHIRE
NORTH EAST AREA
[illegible] COUNTY JUNIOR SCHOOL
The Bury, Odiham
Number on Roll 269
Required for January, 1977, Qualified TEACHER—Scale 1 post —PIANIST essential — interest in Boys' Games and Cycling Proficiency.
Please write to the School giving curriculum vitae, together with names and addresses of two education referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:
GLEBE FIRST SCHOOL
D'Arcy Gardens, Kenton, Harrow HA3 9JU
Telephone: 01-204 2493
Required from January, an experienced TEACHER to be responsible for a class of seven-year-old children.
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender), lodging allowance of up to £10 per week and up to £200 towards legal and estate agent fees may be payable.
Application forms from and to be returned to the Head of the school by as soon as possible (please enclose stamped addressed envelope).

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following posts:
ELMGROVE FIRST SCHOOL
Kenmore Avenue, Kenton, Harrow HA3 8LU, 01-907 0292.
Reception class TEACHER required for January in this open plan First School. A special interest in reading would be essential (T.O.).
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £200 towards legal and estate agent fees may be payable.
Application forms from and to be returned to the Headmaster of the school as soon as possible. (Please enclose stamped addressed envelope)

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
ST. PAUL'S R.C. JMI SCHOOL
Park Lane, Cheshunt
TEACHER for Infant Unit (practising Catholic) required from 22 November, 1976. Temporary post with possibility of permanent appointment.
Further details from the Headmaster, telephone Waltham Cross 36060.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
SCUNTHORPE C.E. PRIMARY SCHOOL
Gurnell Street, Scunthorpe
Headmaster: P. D. Watson
(Number on roll, 283)
TEACHER with nursery or lower infant training required for January, 1977, or as soon as possible thereafter, for a new 30-place nursery unit. Scale 1 post plus S.P.A. allowance.
Application forms may be obtained from the Divisional Education Office, Civic Centre, Scunthorpe, and should be returned to the Headmaster by November 12, 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from Qualified TEACHERS for the following posts. GENERAL SUBJECTS in addition to any other qualifications mentioned. Unless otherwise stated, schools admit the full Infant and Junior age range and are County Schools.
Applications for specific posts should be submitted on Form T.1 to the Head Teacher at the address shown, unless otherwise stated. General applications should be submitted to the Divisional Education Officers.

MEDWAY DIVISION
ROCHESTER, BORSTAL MANOR C.P. JUNIOR SCHOOL
Warwick Crescent, Borstal
Temporary post for one term from January, 1977. Preferably experienced TEACHER for 3rd year class and BOYS' GAMES including School Football teams.
Please apply to the Headmaster.
ROCHESTER, ST. PETER'S & ST. MARGARET'S C.E. JUNIOR SCHOOL
King Street, Strood
Experienced TEACHER for fourth year Juniors required from January, 1977. Ability to help with NEEDLEWORK/MUSIC and/or Girls' Games an advantage.
Applications to the Headmaster at the school by 30th October, if possible.
ROCHESTER, SHERWIN KNIGHT C.P. INFANTS' SCHOOL
Cedar Road, Strood
TEACHER required for January, 1977.

SWALE DIVISION
RODMERSHAM COUNTY PRIMARY SCHOOL
Rodmersham, near Sittingbourne
Experienced TEACHER required for Lower Juniors and Reception Class. ART and CRAFT and/or MUSIC an advantage.
Application forms may be obtained from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, Kent, to whom they should be returned.

MAIDSTONE DIVISION
BARMING C.P. SCHOOL
Maidstone
Required January, 1977, TEACHER for Second Year Juniors.
Willingness to assist with Boys Games and Music an asset.
State other qualifications.
Possible Scale 2 post for suitable applicant.

KIRKLEES
METROPOLITAN COUNCIL
Required for January, 1977:
PURLWELL INFANTS' SCHOOL
Purlwell Lane, Batley
TEACHER, Scale 1, with infant training or experience for a class of 5-6 year olds.
CROSLAND MOOR JUNIOR SCHOOL
Dryclough Road, Crosland Moor, Huddersfield
Enthusiastic TEACHER, Scale 1, for a Second Year Junior Class.
MELTHAM COUNTY JUNIOR and INFANTS' SCHOOL
Birmingham Lane, Meltham, Huddersfield HD7 3LH
TEACHER, Scale 1, to help re-establish Infant Department in new classroom block and to become teacher of mainly second-year class. Experienced teacher preferred but candidates seeking first appointment considered.
Application forms (stamped addressed envelope, please) for the above posts from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom they should be returned as soon as possible.

LEICESTERSHIRE
COLEMAN JUNIOR SCHOOL
The Wayne Way, Leicester
Scale 1
Required February or April.
MAYFLOWER JUNIOR SCHOOL
Evington Drive, Leicester
Scale 1
Required January or April.
[illegible] INFANT SCHOOL
Melbourne Road, Leicester
Scale 1 plus S.P.S. allowance
Required January. Experienced NURSERY TEACHER.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

NORTH YORKSHIRE
(County of)
SCARBOROUGH AREA
EDUCATION OFFICE
EAST WHITBY COUNTY PRIMARY SCHOOL
ASSISTANT TEACHER (Scale 1) required from January, 1977. Boys' games and drama an advantage.
Stamped addressed envelope for application form to Area Education Office, Education Offices, Dunslan Row, Scarborough, to be returned there completed as soon as possible.

NORTH YORKSHIRE
(County of)
SHAROW C.E. SCHOOL
Required for January, 1977 or as soon as possible thereafter a TEACHER for Middle Juniors.
Suitable for a new entrant.
Application form (stamped addressed envelope please) obtainable from Area Education Officer, [illegible], to whom completed forms should be [illegible]

returned within 14 days of this advertisement.
BARLBY COUNTY PRIMARY SCHOOL
Barlby, Selby
(Group 4, 5-11 Years. Scale 1 Post. A Probationary TEACHER is required for Top Infants. An interest in Movement and Dance Drama would be an advantage.
Application forms (stamped addressed envelope, please) from the Area Education Officer, Department A, 60 Piccadilly, York YO1 1PW, to whom they should be returned within 14 days of the appearance of this advertisement.

RICHMOND UPON THAMES
(London Borough of)
MORTLAKE CHURCH OF ENGLAND PRIMARY SCHOOL
Mullins Path, S.W.14
Required for January, experienced TEACHER — of CHRISTIAN CONVICTION—for top Infants.
Forms (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB, returnable to the Headmaster at the School by 1st November, 1976.

SOMERSET
KINDERGARTEN
Required in January 1977 or earlier an experienced and well qualified TEACHER for RECEPTION GROUP 4½ years plus in girls public school recently amalgamated with Taunton School for boys. An interest in Brownies, Guides and Music useful. Some resident duties.
Burnham Scale plus Taunton Allowance.
Applications including names and addresses of two referees to Headmistress, Weirfield School, Taunton, Somerset.

SUTTON
(London Borough of)
EDUCATION DEPARTMENT
ALL SAINTS C. OF E. PRIMARY SCHOOL
Rotherfield Road, Carshalton, Surrey
TEACHER, Scale 1, required for second year infants class; preference will be given to applicants who are communicants of the Church of England.
Application forms from Headteacher in the first instance, returnable by November 5, 1976.

Middle School Education

Headships

BEDFORDSHIRE
WESTFIELD SCHOOL
Bedford
(Group 7)
(Re-advertisement)
From April 1977 (or earlier, if possible). Applications are invited for the HEADSHIP of this school, which, ultimately, will cater for pupils aged nine to 13. The school is, at present, a Secondary Modern which has already begun its transition to a Middle School. In January 1977 the roll will be approximately 650 pupils including some aged 14, 15 and 16. The candidate appointed will be required to act for the period ending August 1978 as temporary Head (Group 9) in recognition of the presence of the older pupils.
Application form and further particulars from: D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford. Closing date: 1st November 1976.

Deputy Headships Senior Masters/Mistresses

OXFORDSHIRE
COUNTY COUNCIL
IVANHOE MIDDLE SCHOOL
Knights Road, Blackbird Leys, Oxford
(Group 7 School: Roll 550)
Required for January a senior TEACHER to be responsible for girls and female members of staff and for the coordination of integrated studies. Salary, deputy head, Group 7.
Further particulars and application forms phone Oxford 771703. Forms to be returned as soon as possible.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
SANDYE PLACE MIDDLE SCHOOL
Sandy, Beds
Required for January 1977: DEPUTY HEAD (Group 7) of this Middle School which is completing reorganisation from a Secondary Modern School. At present it caters for children aged 10 to 13 years. Ultimately it will be a nine to 13 Middle School.
Application forms available from the Head Teacher at the school.

WEST SUSSEX
NORTH-EASTERN AREA
(Re-advertisement)
HOLY CROSS R.C. MIDDLE SCHOOL
Shipley Road, Ifield, Crawley.
DEPUTY HEAD required for 1977.
Group 6 plus £462 London fringe Area Allowance and Supplement. French or Science an advantage. Favourable housing scheme.
Assistance with removal and settlement expenses in approved cases.
Details from Head on receipt of self-addressed foolscap envelope.

Remedial Posts

Scale 1 Posts

SURREY
COUNTY COUNCIL
ST. MARY'S C.E. MIDDLE SCHOOL
Oxted
(420 on roll)
TEACHER for 3rd year class to be responsible for boys' GAMES.
Scale 2 for suitably experienced applicant.
CRAFT TEACHER for boys for a variety of materials including wood and metal, also general subjects.
Scale 2 for suitably experienced applicant.
Application forms from the Headmaster, Oxted 2817.

By Subject Classification

Domestic Subjects

Scale 1 Posts

WIRRAL
(Metropolitan Borough of)
MORETON MIDDLE SCHOOL
Pounder Lane, Moreton, Wirral, Merseyside
400 on roll, mixed [illegible]
For January 1st, 1977—
TEACHER for HOME ECONOMICS - LIGHT CRAFT SUBSIDIARY. Scale 1.
Apply by letter to the Headmaster as soon as possible.

Modern Languages

Scale 1 Posts

EALING
(London Borough)
EDUCATION SERVICE
GIFFORD MIDDLE SCHOOL
Greenhill Gardens, Northolt, Middlesex UB5 6BU
Qualified TEACHER required for January, 1977, for five days per week for FRENCH.
Application forms (stamped addressed envelope) from Head Teacher, to be returned as soon as possible.

Music

Other Posts on Scale 2 and above

MERTON
(London Borough of)
EDUCATION COMMITTEE
CORRINGE PARK MIDDLE SCHOOL
Sandy Lane, Mitcham CR4 2HD
Headmaster, Mr. C. Ballard
(Age range nine to 13 years)
Required January, 1977, a scale TEACHER (4.8) to be responsible for an already well-established music department. Scale 2 post available for suitable candidate.
London allowance payable.
Application forms obtainable on receipt of a stamped addressed envelope from the Headmaster, to whom they should be returned by November [illegible].

NORFOLK COUNTY COUNCIL
Education Department

Required for Summer Term, 1977:—

HEAD
for THORPE HAMLET MIDDLE SCHOOL, NORWICH
(8 to 12 yrs.) (Group 6).

Required for 1st May, 1977:—

HEADS
for 2 New First Schools (5 to 8 age range)
opening at
(1) OLD CATTON, GARRICK GREEN, NORWICH
(205 places)
(2) SPROWSTON, SPARHAWK, NORWICH
(315 places)

The likely opening date for these schools is September, 1977.

Application forms and further details of all three posts can ONLY be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL. Closing date 9th November.

Removal expenses are payable in accordance with the Authority's scheme.

MIDDLE continued

Technical Studies

Other Posts on Scale 2 and above

STAFFORDSHIRE
EDUCATION COMMITTEE
MOAT HALL MIDDLE SCHOOL
(Nine to 13)
Park Lane, Great Wyrley, Walsall
Roll: 480
TECHNICAL STUDIES TEACHER, Scale 2, required. Some responsibility for general teaching with 12 to 13-year-old children will also be required.
Application forms obtainable from and returnable to the Head Teacher at the school.

Other than by Subject Classification

Scale 1 Posts

DORSET
ROWLINGTON MIDDLE SCHOOL
Wareham
(Nine to 13)
Required January: TEMPORARY TEACHER for two terms only. Preference for experienced primary or middle school teacher but all applications will be considered.
Apply to Headmaster, with details of training, experience, interests, age, marital status and addresses of referees.

EALING
(London Borough)
EDUCATION SERVICE
OAKLANDS MIDDLE SCHOOL
Oaklands Road, Hanwell W7 2DP
Qualified TEACHER required from January, 1977, for Second Year class.
Application forms (stamped addressed envelope) from Head Teacher, to be returned as soon as possible.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses while looking for accommodation.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
SIR THOMAS CHEYNE MIDDLE SCHOOL FOR BOYS
Jefferson Road, Sheerness, Kent
TEACHER of GENERAL SUBJECTS required for the 10 to 11 age range. State special interests.
Application may be obtained from the Headmaster at the school, to whom they should be returned.

KIRKLEES
METROPOLITAN COUNCIL
GOMERSAL C.E. MIDDLE SCHOOL
Oxford Road, Gomersal
Required for January, 1977, TEACHER, Scale 1, for GENERAL SUBJECTS in First Year—nine to 10. We are looking for a person with enthusiasm for extra-curricular work as well as competence and enthusiasm in the classroom. Interest in a specialist subject would be an advantage.
Application forms from the Head Teacher (stamped addressed envelope, please) at the school.

Secondary Education

Headships

CHESHIRE
EDUCATION COMMITTEE
WOOLSTON COUNTY HIGH SCHOOL
Warrington
HEADSHIP
For details see separate CHESHIRE block advertisement

DERBY
DERBY HIGH SCHOOL FOR GIRLS
Please see under Independent Schools Headships.

HAMPSHIRE
SOUTHAMPTON AREA
HAMPTON PARK SCHOOL
Group 9
Applications are invited for appointment to the HEADSHIP of this 12-16 mixed comprehensive school from September, 1977.
The pattern of Secondary Education in Southampton is neighbourhood Comprehensive Schools (12-16 years) and open access Secondary Colleges (16-19 years).

Further particulars and application forms may be obtained by sending a stamped addressed envelope to: The Area Education Officer (SW1), Southampton Area Education Office, Arundel Towers North, Portland Terrace, Southampton SO9 4XE.

Closing date for applications: 10th November, 1976.

Assistance with removal expenses in approved cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE AND MALLING DIVISION
HOLMESDALE SCHOOL
Snodland
Group 10
Applications are invited for the post of HEAD TEACHER of this high school from the beginning of the Spring Term, 1977, or as soon as possible thereafter. Under the scheme of secondary education operating in the Maidstone/Malling area, all pupils at the age of 11 transfer to high schools. At the age of 13 pupils either transfer to upper schools in Maidstone, which provide academic courses to "A" level, or remain at the high school to prepare for C.S.E. "O" level and C.S.E. examinations.
Roll 665: 11 to 16 years.
Forms of application and particulars may be obtained (stamped addressed envelope, please) from the Divisional Education Officer, 125 High Street, West Malling, to whom applications should be returned by November 12, 1976.

STAFFORDSHIRE
EDUCATION COMMITTEE
WALTON HIGH SCHOOL
The Rise, Walton-on-the-Hill, Stafford
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD TEACHER (Group 11) of this fully established co-educational Comprehensive School situated near Cannock Chase, 3 miles from Stafford. There are at present 1,363 pupils aged 11-18 on its roll, of whom 151 are in the sixth form. Under the re-organisation plans for Stafford and District the school will in due course become a High School for approximately 1,600 pupils aged 13-18.
Application forms and further particulars may be obtained from the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford, ST16 2LP to whom completed applications should be returned not later than Thursday, 11th November, 1976.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
(12 to 18)
APPOINTMENT OF HEAD TEACHER
Group 12 (number on Roll 1,270, including Sixth Form)
Applications are invited from experienced and well-qualified TEACHERS for the HEADSHIP of the above-named school which becomes vacant from the beginning of the Summer Term, 1977, upon retirement of the present Head Teacher.
Closing date 19th November, 1976.

WAKEFIELD (City of)
METROPOLITAN BOROUGH COUNCIL
NORTH OSSETT HIGH SCHOOL
(Group 8)
APPOINTMENT OF HEAD TEACHER
Required for April, 1977.
Applications are invited for the above post at this new 11 to 16 Comprehensive School which is to open in September, 1977. The appointment will be made one term in advance of the school opening.
Closing date 12th November, 1976.
Application forms and further particulars of these posts may be obtained from the Chief Education Officer (Reference R/0021), Education Department, 8 Bond Street, Wakefield (Telephone 70211, Extension 8112).

WIRRAL
(Metropolitan Borough of)
PRENTON HIGH SCHOOL FOR GIRLS
Haswell Avenue, Rock Ferry, Birkenhead
(Group 10, 800 on roll)
and
MOSSLANDS SENIOR COMPREHENSIVE SCHOOL
Mosslands Drive, Wallasey, Merseyside
(Group 11, 870 boys on roll)
Both for September, 1977
HEADTEACHERS
Application forms and further details obtainable from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside. Closing date for both posts 26th November, 1976.

SHROPSHIRE EDUCATION COMMITTEE
The Wakeman School Shrewsbury
Headship
Group 10

The Headship of this Group 10 mixed Grammar School of some 631 pupils will be vacant from 19th April, 1977.

Application forms and further details (send SAE) from:

County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Salop.

To whom they should be returned by 12th November, 1976.

Deputy Headships Senior Masters/Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
Southern Area
CHALLNEY GIRLS' HIGH SCHOOL
Stoneygate Road, Luton LU4 9TJ
Head Teacher: Miss V. Scott
Applications are invited for the DEPUTY HEADSHIP of this Group 11 school with 1,280 pupils on roll; nine-form entry, aged 11 to 16. The appointment to commence on 20th April, 1977, or earlier if possible.
A person of wide experience is sought to work as an enthusiastic member of an administrative team. Duties will include assistance with timetable, staff liaison, discipline and welfare of the girls. Some teaching will be required.
The Authority has a scheme for teachers moving into the County to assist with removal expenses. Some assistance with accommodation may be possible.
This is a re-advertisement. Previous applications will be considered.
Application forms obtainable from the Head Teacher. Closing date 12th November, 1976.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
FAIRCHILDES HIGH SCHOOL
Fairchildes Avenue, New Addington, CR0 0AA
Tel: 66-43387, 66-43685
Acting Head: Mr. W. H. Johnson, M.A.
Tenable: Summer Term 1977 or earlier if possible.
DEPUTY HEAD for this Group 11 mixed 11-16 Comprehensive.
A splendid opportunity for an enthusiastic person to contribute to this school's development, as the appointment closely follows that of the new head. He or she will be required to complement the existing deputy/senior Mistress, yet be given every chance to bring their own strengths to the situation. Therefore applicants should state their interests and experience in academic, administrative, pastoral aspects of school life.
Salary: Burnham Scale Deputy Head Teacher Group 11 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Head Teacher at the above address by 12th November 1976.

CUMBRIA
EDUCATION COMMITTEE
KIRKBY STEPHEN GRAMMAR SCHOOL
Required April, 1977 SENIOR MASTER/MISTRESS in this mixed rural comprehensive school of 430 (11 to 18, Group 8). Ability to teach HISTORY to "A" level an advantage but not a prerequisite.
Application forms and details obtainable from and returnable to the Headmaster at the school by 5th November, 1976.

NORFOLK
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
Required for January, 1977, or as soon as possible
DEPUTY WARDEN
WYMONDHAM COLLEGE
Group 12
(Roll 700 boarders, [illegible])
Co-educational Grammar School
Residential emoluments in return for residential duties.
Application forms and further details may only be obtained by sending a stamped, self-addressed foolscap envelope to the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned by 12th November, 1976.

NORTH YORKSHIRE
(County of)
KING JAMES'S SCHOOL
Knaresborough
(Co-educational 11 to 18 comprehensive, approximately 1,700 on roll)
Required for April, 1977
HEAD of LOWER SCHOOL. The successful applicant will be directly responsible to the Headmaster for the academic and pastoral progress of all pupils in the 11 to 13 age range. He/she will be expected to develop links with the contributory primary schools, to develop the extra-curricular life of Lower School and to have overall guidance of the Year Pastoral System. Senior Teacher Special Responsibility Allowance applies.
Apply by letter (no forms) to the Headmaster at the school, King James's School, Knaresborough, North Yorkshire HG5 8EB.

CITY OF SALFORD
EDUCATION DEPARTMENT
KERSAL HIGH SCHOOL
Moorfield Road, Salford M7 0HH
(11 to 16 mixed Comprehensive (Group 9)
Required from January, 1977:—
DEPUTY HEAD, salary scale Group 9.
The post involves special responsibility for girls' welfare and discipline. School is situated in pleasant surroundings near northern boundary of Salford. Buildings and facilities are very good. This is a co-educational comprehensive school for 650 boys and girls aged 11 to 16 years.
Please send stamped addressed envelope for application form and further details to the Head Teacher, to whom completed applications should be returned as soon as possible.

CITY OF SALFORD
EDUCATION DEPARTMENT
KERSAL HIGH SCHOOL
Moorfield Road, Salford M7 0HH
(11-16 mixed, comprehensive. (Group 9)
Required from January, 1977.
DEPUTY HEAD
Salary Scale Group 9
The school is situated in pleasant surroundings near the northern boundary of Salford. The buildings and facilities are very good. This is a co-educational comprehensive school for 650 boys and girls aged 11-16 years.
Please send stamped addressed envelope for application form, and further details to the Head Teacher, to whom completed applications should be returned as soon as possible.

STAFFORDSHIRE
COUNTY COUNCIL EDUCATION COMMITTEE
NORTHERN AREA
DEPUTY HEAD TEACHER
Werrington
MOORSIDE HIGH SCHOOL
Werrington, Stoke-on-Trent
(D. R. L. Crawley)
Group 10
(Number on Roll 760)
Age range 11-18 years
Suitably qualified candidates are invited to apply for the post of FIRST DEPUTY HEAD TEACHER at Werrington, Moorside High School (Group 10), a co-educational comprehensive unit established to cater for the needs of pupils within the 11 to 18 age range.
Essentially the duties attached to this post will be determined by the particular abilities and interests of the successful candidate.
Applications are invited for the above appointment which is vacant from April, 1977. Forms of application for this appointment and further particulars, where applicable, are obtained from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher of the school on or before 8th November, 1976.

Remedial Posts

Heads of Department

DORSET
THE WOODROFFE SCHOOL
Lyme Regis
(11 to 18 Comprehensive. 800 Mixed, 180 boarders, 110 Sixth Form)
Required January or April: HEAD of REMEDIAL EDUCATION, Scale 4, with responsibility for organisation and oversight of all remedial schemes for numeracy and literacy throughout school, including special class and teacher, Work Centre etc.
Residential appointment by summer if required. Assistance with removal expenses.
Application form and further details (stamped addressed envelope) from Headmaster.

SANDWELL
(Metropolitan Borough of)
DARTMOUTH HIGH SCHOOL
Wilderness Lane, Great Barr, Birmingham, B43 7BD
Required for January, 1977
HEAD of COMPENSATORY EDUCATION DEPARTMENT (REMEDIAL)—Scale 3 post available for suitable applicant.
Applications, by letter, giving full curriculum vitae and the names of two referees. Reply, as soon as possible, to the Head Teacher at the school.

Other Posts on Scale 2 and above

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
THE SANDERS DRAPER SCHOOL
(Roll 900, Co-educational)
Suttons Lane, Hornchurch RM12 6RT
Six-Seven form entry single site 11 to 18 Comprehensive School.
Required January, 1977:
Experienced TEACHER (Scale 2) to co-ordinate REMEDIAL EDUCATION throughout the school.
There is a scheme for removal expenses.
Letters of application to Headteacher giving full curriculum vitae and quoting the names of two referees.

Scale 1 Posts

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
HALIFAX CATHOLIC HIGH SCHOOL
(1,350 on roll)
Holdsworth Road, Holmfield, Halifax HX2 9TL
Required from 1st November or as soon as possible thereafter, TEACHER (Scale 1), preferably Junior/Middle trained, to teach small groups in the REMEDIAL DEPARTMENT. Ability to offer also Art and Religious Education an advantage.
Letters of application, giving full details of qualifications and experience and the names and addresses of two referees, should be sent to the Headmaster immediately.

SURREY
Fringe area London Allowance, £150 per annum throughout the County. Generous relocation expenses in approved cases.
WISHMORE CROSS SCHOOL
Chobham
ASSISTANT TEACHER required at this boarding school for 50 senior maladjusted boys. Emphasis on remedial teaching skills; teachers new to residential/special education are invited to apply. Small groups in residential situation offer opportunities to develop individual learning schemes.
Salary Scale 1 plus Special Schools Allowance but possibility of Scale 3 post for suitable candidate. Additional payment of £620 in respect of 15 hours per week extraneous duties. Accommodation with up to 3 bedrooms available.
Enquiries to the Headmaster. Telephone: Chobham 7566.

By Subject Classification

Art and Design

Other Posts on Scale 2 and above

BUCKINGHAMSHIRE
WESTGATE COUNTY SECONDARY SCHOOL
Cippenham Lane, Slough
Head, Mrs. B. McGowan
(518 boys and girls)
Required January, 1977, TEACHER to be responsible for ART and POTTERY throughout the school to 'O' level and C.S.E. Scale 2 for suitably experienced teacher but newly qualified person considered. £150 per annum local weighting. Possibility of council accommodation / removal / lodging allowances.
Applications in writing to the Headteacher, giving names of two referees.

Scale 1 Posts

HAMPSHIRE
SOUTH WEST AREA
HARDLEY SCHOOL
Long Lane, Fawley, Southampton
Number on roll 1,140
Required as soon as possible TEACHER to offer two and/or three dimensional ART and CRAFT. Scale 1 post.
Please write to the Head giving full curriculum vitae and names and addresses of two educational referees. Assistance with removal expenses in approved cases.

HEADSHIP GROUP 8
St. Richards R.C. Mixed Secondary School, Bexhill

Applications are invited for this appointment from Easter, 1977

Notices have been published for the reorganization of the school as a comprehensive school for pupils aged 11-16 years.

Generous relocation grants in approved cases.

Application forms and further details from and returnable to the Chief Education Officer, PO Box 4, County Hall, Lewes.

Closing date November 19.

East Sussex

Buckinghamshire Wycombe Division

Wycombe High School, High Wycombe

Head Teacher
Group 12

The Headship of this Voluntary Controlled Grammar School for Girls (founded 1901) will become vacant in September, 1977, and academically qualified and experienced teachers are invited to apply for the post. Expected roll 1,000, including 270 in the Sixth Form.

Application forms and further particulars available (please send stamped addressed envelope) from the Divisional Education Officer, Thames House, 9 Castle Street, High Wycombe, Buckinghamshire HP13 6SD. Closing date November 30, 1976.

London Borough of RICHMOND UPON THAMES

Applications are invited for the post of

Head Teacher

of Grey Court, 11-16 Secondary School, Ham (Group 10)

This postwar school, occupying a spacious site between the Thames and Richmond Park, has expanded rapidly and successfully since establishment as a comprehensive school in 1973. New building will by September, 1977, bring the accommodation to full six-form-entry standard.

Outer London Allowance of £297 and £312 Supplement payable.

Forms and further details (foolscap stamped addressed envelope) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable by Monday, November 1, 1976.

ESSEX COUNTY COUNCIL
WEST ESSEX AREA

Loughton County High School

Alderton Hill, Loughton (Roll 622), Group 10

Head

for this well-established three-form entry Selective School for girls aged 11-18 years, with effect from the beginning of the Summer term, 1977. The school is to be reorganised as a four-form entry Comprehensive School in September, 1978.

Closing date: 5 November, 1976.

Application forms and further details of this post may be obtained from the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford.

SECONDARY
Art and Design continued

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
REDDITCH, THE BOYS HIGH SCHOOL
Woodrow Drive, Redditch, Worcs B98 7UH
ASSISTANT TEACHER required for January, 1977, for ART and CRAFT DEPARTMENT (13-18 High School —900 on roll). Four well equipped studios, two Needlecraft Rooms and first rate facilities. A full range of work to C.S.E., "O", C.E.E. and "A" level.
Successful applicant will be expected to have a specific responsibility for the teaching and development of Pottery.
Post for either an enthusiastic and well qualified new entrant or Scale 2 post available to an experienced applicant.
Curriculum vitae as soon as possible to the Headmaster. Background paper will be sent on request.

LEICESTERSHIRE
VALE OF CATMOSE COLLEGE
Cold Overton Road, Oakham
(Comprehensive 11 to 16, Roll 750)
CERAMICS
Scale 1
Required January to work within a team of design teachers. New purpose-built design centre. Opportunity for further education work.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

SHROPSHIRE
EDUCATION COMMITTEE
ABRAHAM DARBY COMPREHENSIVE SCHOOL
Hilltop, Madeley, Telford, Shropshire
TEACHER required January 1977. CERAMIC SCULPTOR/POTTER, work to "O" level with some 6th form.
Applications by letter to Headmaster with names of two referees (stamped addressed envelope).

WILTSHIRE
(Re-advertisement)
SALISBURY
ST. EDMUND'S GIRLS' C.E. CONTROLLED SECONDARY MODERN SCHOOL
Laverstock
(Number on roll 680)
Required for January, 1977, a TEACHER of ART to take the subject throughout the school. An interest in both two and three-dimensional work, in various media, would be a distinct advantage.
Application forms (on receipt of a stamped addressed envelope) can be obtained from the Headmistress, Mrs. R. C. Griffin, at the school, to be returned as soon as possible.

WARWICKSHIRE
STRATFORD HIGH SCHOOL
Alcester Road, Stratford on Avon
(1,500 on roll)
Non-selective mixed
TEACHER required January, to take charge of COMMERCIAL STUDIES DEPARTMENT. Scale 1. Typing, shorthand, commerce and office practice for fourth to [illegible] years inclusive. Specialist rooms.
Application form and further details from the Head at the school (stamped addressed envelope please).

Domestic Subjects

Heads of Department

CITY OF SALFORD
EDUCATION DEPARTMENT
THE CHURCH OF ENGLAND HIGH SCHOOL
Northfleet Road, Peel Green, Eccles M30 7PQ
Tel. 061-789 5351 or 061-789 4726
11-16 years mixed Comprehensive (650 on roll—4 Form entry)
Required from 1st January, 1977, or earlier if possible, HEAD of HOME ECONOMICS DEPARTMENT Scale 3. C.S.E. and "O" level courses well established. Excellent facilities in modern school set in pleasant surroundings within easy commuting distances of Lancashire and Cheshire.
Application forms and further information from the Headmaster, to whom the completed application forms should be returned as soon as possible.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
HELLESDON HIGH SCHOOL
Middletons Lane, Norwich
(12-18 Mixed Comprehensive)
Roll 1,250
Required for January, 1977:— Scale 3 HEAD of COMMERCE DEPARTMENT.
For application forms and details please apply to the Head Teacher at the school enclosing a stamped self-addressed foolscap envelope. If an acknowledgement of the completed application form is required then this must be accompanied by a further self-addressed stamped envelope.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
MANSHEAD UPPER SCHOOL
Dunstable Road, Caddington, Luton LU1 4BB
Head Teacher: Mr I. P. Hanfold, M.A.
(Number on roll: 1,050 Mixed) Required for January 1977 TEACHER of HOME ECONOMICS to share examination work up to "A" level in a department which has excellent facilities in a purpose designed practical block. Scale 2. Manshead is a 13 to 18 mixed comprehensive upper school.
The Authority has a scheme for teachers moving into the County to assist with removal expenses.
Application by letter to the Head Teacher as soon as possible.

ESSEX
COUNTY COUNCIL
BEAUCHAMPS SCHOOL
(Roll 1,372)
Beauchamps Drive, Hull Avenue, Southend Road, Wickford SS11 8LY
Tel: Wickford [illegible]
HOME ECONOMICS
[illegible] should also be able to offer some Housecraft as a subsidiary subject. Scale 2 post could be available for a suitable applicant.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
NORTH WEST AREA
THE RICHARD ALDWORTH SECONDARY SCHOOL
(Comprehensive mixed, 1,650 on roll)
Required for January, 1977, a HOME ECONOMIST with interest in Parentcraft, to be second in Department. Ability to teach a little needlework an advantage. Fine purpose built facilities.
Salary—Burnham Scale 2. Application form and further details obtainable from the Headmaster, Richard Aldworth School, Western Way, Basingstoke.

HAMPSHIRE
SOUTH WEST AREA
ARNEWOOD SCHOOL
Gore Road, New Milton, Hants
Number on roll 1,124
HEAD of HOME ECONOMICS, within the Creative Studies faculty. Scale 2 post. Please write to the Head giving full curriculum vitae and names and addresses of two educational referees. Assistance with removal expenses in approved cases.

LEICESTERSHIRE
WYCLIFFE SCHOOL
[illegible]
Scale 2 plus S.P.S. allowance.
Required January. Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

OXFORDSHIRE
COUNTY COUNCIL
PEERS SCHOOL
Littlemore, Oxford, OX4 5JE
Roll 1,300
13-18 Co-educational Upper School. This is a well established comprehensive Upper School, three miles south-east of the centre of Oxford. An extensive new building programme has just been completed. Required for January 1977, an enthusiastic and experienced TEACHER of HOME ECONOMICS to join a department of three. The teaching programme includes C.S.E., "O" level and "A" level work in Home Economics and Mode III Family Care and Catering. The Department occupies a suite of new rooms with excellent facilities.
Applications, full curriculum vitae, and the names of two referees, should be sent as soon as possible, to The Headmaster, Peers School, Littlemore, Oxford.

Scale 1 Posts

BERKSHIRE
RYEISH GREEN SCHOOL
Spencers Wood, near Reading, Berkshire
Required for January:— TEACHER of NEEDLEWORK in this rural, mixed comprehensive school. The teaching will include "O" and "A" level examination work.
Apply in writing (stamped addressed envelope, please) direct to the Headmaster, quoting reference WBA1106.

BRENT
(London Borough of)
ALPERTON HIGH (MIXED) SCHOOL
Stanley Avenue, Wembley HA0 4JB
(Roll 1,600; 11 to 18)
Required from January HOME ECONOMICS TEACHER (Scale 1 or 2 according to experience) to teach COOKERY and NEEDLECRAFT. The school has modern cookery and needlecraft rooms. Ability to assist with Games an advantage. London Allowance of £402 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees, etc., travelling and lodging allowances.
Candidates should apply by letter to the Head of the school as soon as possible giving age, present post, qualifications, experience and referees.

GLOUCESTERSHIRE
LINDEN SECONDARY SCHOOL
(700 on roll)
Required for January, 1977 qualified TEACHER for NEEDLEWORK Scale 1.
Apply giving full details and names of three referees to the Headmaster at the school, Linden Road, Gloucester. Enclose stamped addressed envelope.

HAMPSHIRE
NORTH-EAST AREA
THE WAVELL COMPREHENSIVE SCHOOL
Lynchford Road, Farnborough
Comprehensive Mixed 11 to 16
Number on roll 765
Required for January, 1977.— Qualified TEACHER—Scale 1— HOME ECONOMICS with a little Textile Studies to C.S.E. level in two well-equipped rooms. Two recently equipped Needlework rooms are in operation.
Please write to the school concerned, giving curriculum vitae, together with names and addresses of two educational referees.
Further details obtainable from the Head. Assistance with removal expenses in approved cases.

HAMPSHIRE
NORTH WEST AREA
RICHARD ALDWORTH SCHOOL
Western Way, Basingstoke
(1,650 on roll; 11 to 16 comprehensive mixed)
Required for January, 1977, a TEACHER for HOME ECONOMICS to help with NEEDLEWORK and MOTHERCRAFT. Fine, purpose-built facilities; Scale 1 post.
Applications in writing to the Head Teacher giving curriculum vitae and the names and addresses of two educational referees. Assistance with [illegible]

HAMPSHIRE
NORTH-EAST AREA
YATELEY COMPREHENSIVE
School Lane, Yateley
Required for January, 1977:— Scale 1 post.
Qualified TEACHER for HOME ECONOMICS DEPARTMENT to teach both in the COOKERY and NEEDLECRAFT areas.
Please write to the School giving curriculum vitae together with names and addresses of two educational referees.
Further details obtainable from the Head. Assistance with removal expenses in approved cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
THE SHEPPEY SCHOOL
January, 1977: TEACHER for NEEDLECRAFT to "O" level and C.S.E. Temporary post for one, probably two terms.
Apply (no forms) with names of two referees, as soon as possible to the Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent.

NORTH YORKSHIRE
(County of)
PINDAR SCHOOL
Scarborough
(11 to 16 mixed comprehensive 980 on roll)
Required for January, 1977, or as soon as possible thereafter:— TEACHER of HOME ECONOMICS (Scale 1).
The school, situated to the south of Scarborough near moors and sea, is in modern buildings with an open-plan suite of rooms for Homecraft subjects. Although the staff work as a team, there is need for a teacher with needlework interests to work in co-operation with developing textiles work in the Craft department.
Application forms can be obtained from the Headmaster, Pindar School, Eastfield, Scarborough, North Yorkshire, to whom they should be returned within 10 days of the appearance of this advertisement.

SANDWELL
(Metropolitan Borough of)
DARTMOUTH HIGH SCHOOL
Wilderness Lane, Great Barr, Birmingham B43 7SD
Required as soon as possible— A TEACHER for HOME ECONOMICS (Scale 1). [illegible] Home Economics facilities.
Applications, by letter, giving full curriculum vitae and the names of two referees. Reply, as soon as possible, to the Head Teacher at the School.

SHEFFIELD
EDUCATION COMMITTEE
CITY SCHOOL
Stradbroke Road, Sheffield S13 8SS
An 11 to 18 Comprehensive
Required for January, 1977 a TEACHER of HOME ECONOMICS (main subject Homecraft) to C.S.E., "O" and "A" levels. Scale 1.
Forms of application may be obtained from the Head Teacher to whom they should be returned as soon as possible.

STAFFORDSHIRE
EDUCATION COMMITTEE
GREAT WYRLEY HIGH SCHOOL
Hall Lane, Great Wyrley, Walsall
(Roll 1,150)
Required for January next a TEACHER of NEEDLEWORK and HOME ECONOMICS (Scale 1) in this 13 to 18 Comprehensive serving four local villages.
Excellent facilities and opportunities, and suitable for a first appointment.
Apply in the first instance to the Headmaster at the school.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
BROADOAK COMPREHENSIVE SCHOOL
(1,040 mixed)
Warburton Lane, Partington, Nr. Urmston, Manchester
Telephone 061-777 4123
HOME ECONOMICS ASSISTANT
Scale 1
Required for January 1977, ASSISTANT TEACHER Scale 1, to teach NEEDLEWORK and HOME ECONOMICS. Excellent facilities in well established department.
Application forms, available from Head of the School, should be returned there as soon as possible.

WILTSHIRE
TROWBRIDGE, CLARENDON COMPREHENSIVE SCHOOL
NEEDLEWORK (Scale 1)
Required in January 1977, a TEACHER for NEEDLEWORK. Excellent facilities.
Application forms and further particulars from the Head Teacher, Clarendon School, Frome Road, Trowbridge (Telephone Trowbridge 62661), to whom they should be returned immediately.

WARWICKSHIRE
STRATFORD-UPON-AVON HIGH SCHOOL
Alcester Road, Stratford on Avon
(1,500 on roll)
Non-selective mixed
Required as soon as possible SPECIALIST to join HOME STUDIES DEPARTMENT. Scale 1. Includes work to C.S.E. level.
Apply to Head of School (stamped addressed envelope please).

Economics

Other Posts on Scale 2 and above

BARNET
(London Borough)
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, N12
01-368 1783
Coeducational. Comprehensive
(Roll 1,164)
Required January, 1977, ECONOMICS TEACHER to teach subject to "A" level. Scale 2 for candidate able to organise the subject within the Humanities Faculties.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Apply immediately to Headmaster giving names and telephone numbers of two referees.
Director of Educational Services.

Scale 1 Posts

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
[illegible] SIXTH FORM COLLEGE
Victoria Road, Fenton
Stoke-on-Trent
(Group 13: 783 on roll; age-range 16 to 19 years)
S. L. Brown, B.Sc.
Required as soon as possible a suitably qualified man or woman (Scale 1) to teach ECONOMICS to G.C.E. "A" and "S" levels. The post will be a full-time temporary one tenable until August 1977.
Applications are invited for the above appointment which is vacant from January 1977.
Forms of application for this appointment and further particulars, where applicable, are obtained from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before 8th November, 1976.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
CHINGFORD SENIOR HIGH SCHOOL
Nevin Drive, London, E4 7LT
Headmaster: Mr. P. R. Taylor, M.A., B.D.
Required for January 1977 an ECONOMICS TEACHER to assist throughout this expanding Economics Department in this Mixed Comprehensive Senior High School (14 to 19 years). Economics courses to "O", "A" and "S" levels in operation and "Understanding Industrial Society Project" is introduced at C.S.E. and "O" level in the fourth year.
Closing date: 3rd November 1976.
Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
SIR GEORGE MONOUX BOYS' SENIOR HIGH SCHOOL
[illegible] Road, London [illegible]
Headmaster: [illegible] B.Sc.
Required [illegible] an ECONOMICS [illegible] Boys' Comprehensive Senior High School (14 to 19 years) [illegible] level courses in operation. Ability to assist with Games an advantage.
Closing date 3rd November 1976.
Application forms obtainable from the Head Teacher on receipt of stamped addressed envelope.

English

Heads of Department

STAFFORDSHIRE
EDUCATION COMMITTEE
CHASETOWN COMPREHENSIVE SCHOOL
Off Highfields Road, Chasetown, Walsall
(Roll 1,100)
Applications are invited from graduates with significant and successful experience for the post of HEAD of ENGLISH, Scale 4.
The school opened in purpose-built accommodation in 1970 and has already developed very strong academic, pastoral and sporting traditions.
Application forms obtainable from and returnable to the Head Teacher at the school.

Other Posts on Scale 2 and above

AVON (County)
LOCKLEAZE SECONDARY SCHOOL
Romney Avenue, Bristol BS7 9XT
Required for January, 1977, at this expanding mixed comprehensive school (Roll 1,350) situated on the Northern outskirts of the City of Bristol
A TEACHER to be responsible for the organisation of ENGLISH in the Lower School (Years 1 and 2) and to teach English throughout the school up to G.C.E. "A" level.
Salary Scale 2.
Apply by letter to the Headmaster giving particulars of qualifications and experience and the names and addresses of two referees.

BEXLEY
(London Borough of)
BEXLEYHEATH SCHOOL
Roll 1,750 Mixed
ENGLISH/DRAMA TEACHER required for January 1977. Excellent facilities and possibility of Scale 2 post for suitable candidate.
London Area Allowance £402. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms from Chief Education Officer (for Schools) (T 7), Town Hall, Crayford, Kent.

ESSEX
COUNTY COUNCIL
BRENTWOOD HIGH SCHOOL
(Roll 1,270)
Shenfield Common, Brentwood
Tel Brentwood (0277) 224502
Scale 3
Required January or April Experienced TEACHER to become second in this important department and to share responsibility for it, preferably interested in organising and developing C.S.E. courses. Fifth year of reorganisation from girls selective to a mixed comprehensive.
Buildings new or remodelled, well equipped, pleasant site.
BILLERICAY (11 to 18) SCHOOL
(Group XII)
(Roll 1,450 Main School, 200 plus Sixth Form)
School Road, Billericay
Tel. 02-774 55191
(Scale 3)
With prospects of further promotion. Experienced GRADUATE required to teach to "O" and "A" levels and [illegible] senior examinations. London Fringe Allowance of £141 per annum payable.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
(formerly Boreham Wood Grammar School)
Cowley Hill, Boreham Wood
Fringe Allowance Area
Required for January, 1977 TEACHER of ENGLISH to join lively and successful team teaching "A", "O" and C.S.E. mode 3 courses and General English in Sixth Form. Scale 2 for suitably qualified and experienced applicant. The teaching of English is vigorous and creative with strong interest in Drama.
School was re-organised as All-ability 7 Form Entry Upper School (Mixed 780, 13 to 18 years) in 1973.
Possibility of assistance with housing and removal expenses.
Apply immediately to Headmaster giving two referees.

KNOWSLEY
(Borough of)
PRESCOT SCHOOL
(11-18 mixed comprehensive 1,350 pupils, 270 in Sixth)
For January or May, 1977, TEACHER of ENGLISH (Scale 3) to be second in department with special responsibility for first three years.
Please apply by letter (no forms), giving full curriculum vitae and the names of two referees, to the Headmaster, Prescot School, Knowsley Park Lane, Prescot, Merseyside L34 3NB, from whom further details are available.

LEICESTERSHIRE
COLLEGIATE GIRLS' SCHOOL
College Street, Leicester
Roll 747
ENGLISH
Scale 2 or 3 for well-qualified candidate.
Required January. Temporary help with ENGLISH to "O" level and "A" level standard at least until July, 1977. Part-time considered.
This girls' Grammar School will merge with a Sixth Form College in 1977.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees (stamped addressed envelope).

SANDWELL
(Metropolitan Borough of)
[illegible] HIGH SCHOOL
[illegible] Lane, Oldbury, Warley, West Midlands
Co-educational, 11-16, C.S.E. and "O" Level [illegible]
Required for January, 1977, or as soon as possible thereafter
A TEACHER to co-ordinate ENGLISH in all its facets throughout the school. The person required should expect to make a significant contribution to Library based teaching and/or Drama within the school.
It is possible that a Scale 3 post will be allocated to the successful candidate.
Apply in the first instance by letter to the Head Teacher at the school stating age, teaching experience, teaching interests and availability.

WEST SUSSEX
WESTERN AREA
MIDHURST GRAMMAR SCHOOL
North Street, Midhurst, Sussex GU29 9DT
Required January, experienced and well qualified ENGLISH TEACHER for 13-18 age range including O and A level work. Scale 2 allows also for suitable applicant.
Assistance with removal and resettlement expenses in approved cases.
Apply in writing to Head of School, giving previous experience and the names and addresses of two referees.

Scale 1 Posts

AVON COUNTY
BROADOAK SCHOOL
Weston-super-Mare, BS23 4NP
(1,700 boys and girls, 340 in Sixth)
Required in January: A TEACHER of ENGLISH [illegible] levels.
Apply to the Headmaster for forms with full personal details and the names of two [illegible]. Further information will be sent on receipt of a stamped, addressed envelope.

CALDERDALE
HIPPERHOLME GRAMMAR SCHOOL
Near Halifax
(Aided, 400 boys)
Required in January, Assistant to teach ENGLISH to G.C.E. "O" level.
Help with Games (Rugby [illegible] and Cricket) an advantage.
Apply to Headmaster with [illegible] of referees.

CHELTENHAM
CHELTENHAM GRAMMAR SCHOOL
Princess Elizabeth Way
(Voluntary Aided: 870 Boys, 240 in Sixth Form)
Required in January, 1977, GRADUATE to teach ENGLISH throughout the school up to "A" and University Scholarship level.
Ability to help with Games would be an advantage.
Apply direct to the Headmaster at the above address giving curriculum vitae, copy of one testimonial and the names and addresses of two referees.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for [illegible] expenses
SALTASH COMPREHENSIVE SCHOOL
Saltash, Cornwall PL12 [illegible]
Number on Roll: 1,100 Boys and Girls 11-18
Headmaster, J. G. P. Edwards, M.A. Dip.Ed.(Oxon.)
English—Scale 1
Vacancy immediately for a [illegible] TEACHER to [illegible] ENGLISH for all ages and [illegible]. A candidate is sought who [illegible] in developing course [illegible] "O" [illegible] "A" level in a Comprehensive School. Applicants [illegible] able in January also [illegible]
Send stamped addressed envelope direct to Headmaster for application form and further details.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
REDRUTH SCHOOL
Number on Roll: 1,700 [illegible]
Headmaster: A. Parker, [illegible]
English—Scale 1
For January, 1977, TEACHER of ENGLISH with Religious Education or Music or Games an advantage but not essential.
The school, which has been reorganized, is a split site campus.
Apply to the Headmaster, Redruth School, Tolgus Hill, Redruth, with curriculum vitae and the names of two professional referees. Copies of open testimonials to be sent if desired.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro, Cornwall.

CUMBRIA
EDUCATION COMMITTEE
ULLSWATER SCHOOL
Penrith
(Comprehensive 11-16: [illegible] Roll 807)
Required for January, 1977, TEACHER of ENGLISH (Scale 1) to join a well-established department.
Comprehensive letters of application to the Head, Ullswater School, Penrith, giving the names of [illegible] referees as soon as possible.

DONCASTER
EDUCATION COMMITTEE
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Telephone Rotherham [illegible]
Headmaster: Mr. J. B. Ward, M.A.
Required for January 1977, ENGLISH [illegible] GRADUATE SPECIALIST required to [illegible] a team of 10 [illegible] Faculty and [illegible] Lower and Middle [illegible] level [illegible] work.
The school [illegible] built comprehensive [illegible] on the edge [illegible] a 30-acre site [illegible] open country. It takes pupils aged 11 to 18 [illegible] within its large and socially well-mixed catchment area.
Application forms and further details are available from the Headmaster, to whom they should be returned by November 5th, 1976.

DORSET
FERNDOWN UPPER SCHOOL
Ferndown, Wimborne, Dorset
(Coeducational comprehensive 13 to 18; 1,000 pupils on roll. Opened 1972; new buildings.)
Required January, 1977, TEACHER of ENGLISH (Scale 1) [illegible] opportunity to work with [illegible]
Assistance with removal expenses.
Applicants should send curriculum vitae as soon as possible with names of two referees [illegible] Headmaster. A stamped addressed envelope may be enclosed for further details of the post.

DORSET
PORTCHESTER SECONDARY BILATERAL BOYS' SCHOOL
Harewood Avenue, Bournemouth
(760 on roll)
Required January, 1977, TEACHER of ENGLISH. Scale 1. Ability to assist with Games [illegible] School housed in new [illegible] excellent facilities.
Assistance with removal [illegible] legal expenses.
Application forms from Headmaster on receipt of stamped addressed envelope.

DORSET
ST. ALDHELM'S SCHOOL
Sherborne
(Co-educational 11-16)
Required January 1977 [illegible] of ENGLISH with Drama [illegible] this rural Secondary Modern [illegible] At present half timetable [illegible] possibility of examination work [illegible] English. Assistance with removal expenses.
Application form and details (stamped addressed envelope) from Headmaster.

SECONDARY
English continued

ESSEX
COUNTY COUNCIL
BILLERICAY (11 to 18) SCHOOL
(Group XII)
(Roll, Main School 1,450; Sixth Form 200 plus)
School Road, Billericay
Tel: 02-774 55191
Appointment available with "O" and "A" level work for suitable applicant. Good promotion prospects. Experience of examination work desirable and GRADUATE preferred.
London Fringe Allowance of £141 per annum payable.
MAYFLOWER SCHOOL
(Roll 1,601, VI Form 170 plus)
Stock Road, Billericay CM12 0RT
Tel. Billericay 51712/3
Required for January, 1977, to join a large and flourishing department in a well-equipped school. Teaching to C.S.E. and "O" level available, but an interest in less able pupils would be of advantage, as would some knowledge of the use and maintenance of audio-visual aids.
Traditional standards of work, manners and behaviour maintained. Applicants should be in agreement with this philosophy.
Fringe Area Allowance of £150 payable.
PASSMORES COMPREHENSIVE SCHOOL
(Roll 1,220)
Tendring Road, Harlow CM18 6RN
Tel. Harlow 31021
Required January, 1977 A chance to teach all levels and abilities and mixed-ability classes. Ability to assist in Girls' Physical Education would be an advantage.
SHOEBURYNESS COMPREHENSIVE SCHOOL
(Roll 1,087)
Caulfield Road, Shoeburyness
Tel. Shoeburyness 2286
Required from 1st January, 1977, in this mixed 11 to 18 comprehensive school. Please give details of other subjects which can be offered.
Application forms and further particulars may be obtained from the Head of the School, to whom completed application forms should be returned.

GLOUCESTERSHIRE
CHARLTON KINGS COUNTY SECONDARY SCHOOL
Cheltenham
(New buildings)
(Roll 378 Mixed)
Required January, TEACHER of ENGLISH, preferably with some experience, for whole age and ability range up to C.S.E.
Write immediately to Headmaster naming two referees.

HAMPSHIRE
NORTH WEST AREA
RICHARD ALDWORTH SCHOOL
Western Way, Basingstoke
(1,650 on roll, 11 to 16 comprehensive mixed)
Required from 28th February, 1977, a TEACHER of ENGLISH, Scale 1 post.
Applications in writing to the Headmaster giving curriculum vitae and the names and addresses of two educational referees. Assistance with removal in approved cases.

HILLINGDON
(London Borough of)
TOWNMEAD SCHOOL
Wise Lane, West Drayton UB7 7EU
(Number on roll 983, 47 in Sixth Form)
Headmaster, G. Leon-Smith, Esq., M.A., F.R.S.A.
This is a six-form entry mixed Comprehensive School.
It is situated on the edge of pleasant open countryside with excellent access to London via the M4. The buildings are modern, all on one site and extensions were completed last year. The school has a pastoral system of Year Tutors and Deputies and there are opportunities for work in this field for those interested.
Required for January, 1977, TEACHER of ENGLISH, Scale 1, to join a well-established Department and teach over the full range of age and ability.
Courses are offered to "O" and "A" level and C.S.E. (including Mode 3) limited grade syllabus. While there are opportunities for involvement in Drama. The post would be suitable for a candidate seeking a first appointment.
Application forms from and returnable to the Headmaster. Please include a stamped addressed envelope and give a telephone number where you can be contacted.
London allowance payable. Seventy-five per cent removal expenses in appropriate cases.

KENT
BROMLEY HIGH SCHOOL
G.P.D.S.T. (Independent)
Elmfield Road, Bromley
[illegible] ENGLISH or COMBINED HONOURS GRADUATE required in [illegible] to assist with the teaching [illegible] throughout the school [illegible] level and Oxbridge [illegible]. The ability to teach British Government to "A" level would be an advantage; Economics might be attractive. Equally, two-thirds to three-quarters time, English only, is a possibility.
Please apply as soon as possible by letter to the Headmistress at the school, giving details of qualifications and experience and enclosing copies of testimonials and the names and addresses of two or more academic referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
REEPHAM SECONDARY SCHOOL
(Roll 440 mixed)
Broomhill Lane, Reepham NR10 [illegible]
ENGLISH TEACHER—particularly for Senior forms taking C.S.E. and "O" level. Scale 2 post available for suitable applicant.
Application forms and further details may only be obtained by sending a stamped addressed foolscap envelope to the Head at the School.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CAMPION SCHOOL
Bugbrooke, Northampton, NN7 3QG
Telephone: Northampton 830677
Applications are invited for a post in the ENGLISH DEPARTMENT to commence at the beginning of January 1977. Salary Scale 1 payable. This school opened 10 years ago and occupies new buildings on a [illegible] site [illegible] Northampton. [illegible] catchment area provides almost 1,200 pupils aged 11 to 18. Examination courses to Advanced level are well established and the teacher appointed would join seven other specialist English staff who share work throughout the age range.
Application forms and further details available from the Headmaster (stamped addressed envelope).

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
EASTWOOD COMPREHENSIVE SCHOOL
Mansfield Road, Eastwood, Nottingham, NG16 3EA
Headmaster, B. R. Groome, B.A.
Mixed: 1,330 (Sixth Form 68)
For January, GRADUATE (Scale 1) of ENGLISH to teach the subject throughout school. Sixth Form work available.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The borough is within easy access of Central London and bordered by Epping Forest. London Addition to salary payable.
Required for January, 1977:
HIGHAMS PARK SENIOR HIGH SCHOOL
Handsworth Avenue, London E4 9PJ
Head Teacher Mr. R. E. B. Woods, M.A., B.Sc., J.P.
ENGLISH TEACHER is required for this Mixed Comprehensive Senior High School (14-19 years). C.S.E., "O" and "A" level courses in operation. Some Sixth Form teaching required. Sixth Form has own suite. Ability to teach DRAMA an advantage. Good facilities, stage, library, etc.
Closing date: 5th November, 1976.
Application forms obtainable from the Head Teacher on receipt of a stamped addressed envelope.

Geography

Heads of Department

HARINGEY
(Borough of)
WOOD GREEN SCHOOL
White Hart Lane, N.22
(Mixed Comprehensive School of 1,300 pupils at present housed on two sites, but soon to be housed on one site.)
Required for January, 1977 (or April)
HEAD of GEOGRAPHY (Scale 3) to teach and organize the subject to C.S.E., "O" level and "A" level; to contribute to the Social Studies programme followed by all fourth and fifth-year pupils; and to monitor and advise on the Geographical aspects of the Lower School Humanities Course.
Removal expenses, 100 per cent allowed. London allowance (£402) payable.
Forms of application and further details (stamped addressed envelope) available from the undersigned to be returned to Head of school as soon as possible.
Chief Education Officer, Education Offices, Somerset Road N17 [illegible]

Other Posts on Scale 2 and above

CLWYD
COUNTY COUNCIL
PRESTATYN HIGH SCHOOL
(Telephone: Prestatyn 2312)
(11-18, 1,610 pupils)
Head, J. E. Williams, B.Sc.
Required in January, 1977: GEOLOGY AND GEOGRAPHY
Scale 2
A well qualified GEOLOGY/GEOGRAPHY GRADUATE to be responsible for the teaching of GEOLOGY up to and including "A" level.
Applications should be made by letter immediately to the Head, giving full details of qualifications and experience, and names and addresses of three referees.
John Howard Davies, Director of Education, Shire Hall, Mold.

DORSET
WESTHAM COUNTY SECONDARY SCHOOL
Weymouth
(1,123, 11 to 16 Mixed)
Required Easter, 1977, HEAD of GEOGRAPHY (Houghton Scale 2). Vacancy due to retirement. Well established subject in the school.
Assistance with removal and incidental expenses.
Full particulars and application forms available from the Headmaster (large stamped addressed envelope, please), Marquis Site, Chickerell Road, Weymouth, Dorset.

WARWICKSHIRE
ASH GREEN SCHOOL
Exhall, Coventry
(814 on roll)
Required January, 1977, TEACHER of GEOGRAPHY and GEOLOGY, Scale 2 available for suitably experienced candidate.
Application form and further details from the Head at the school (stamped addressed envelope, please).

Scale 1 Posts

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol, BS12 6QT
Co-educational Comprehensive of 1,400
Required in January, a qualified TEACHER (temporary) for GEOGRAPHY, Scale 1.
A teacher is sought to join a strong team in a Strong Department. Willingness to teach throughout the age and ability range, from junior mixed ability groups to C.S.E., "O" and "A" levels, is essential. Field work is an established part of the curriculum. Permanent appointment a possibility.
The successful candidate will be expected to act as a tutor within a thorough going House system.
Applications by letter to the Headmaster within seven days, enclosing a curriculum vitae, the names of two referees and [illegible]

BERKSHIRE
CHARTERS SCHOOL
Charters Road, Sunningdale
(Comprehensive mixed, 11-18)
(Roll 1,300)
Required from 1 February, 1977, ASSISTANT TEACHER for GEOGRAPHY to teach the subject throughout the school. Temporary or permanent appointment.
Ability to help with extramural activities welcomed.
London Weighting £150 per annum.
Assistance with removal expenses in approved cases.
Forms and further details from Head (stamped addressed envelope).

BERKSHIRE
WESTGATE COUNTY SECONDARY SCHOOL
Cippenham Lane, Slough
Head: Mrs D. McGowan
(Roll 816 mixed)
Required January, 1977, TEACHER of GEOGRAPHY for "O" level and C.S.E. classes, and to take responsibility for C.S.E. correspondence and entry forms. Help with Careers, Rugby or Soccer an asset. Scale 2 post available for suitably experienced teacher, but newly qualified teachers will be considered. £150 per annum weighting. Possibility of council accommodation, removal lodging allowances. Application forms obtainable from the Head at the school.

CHELTENHAM
CHELTENHAM GRAMMAR SCHOOL
Princess Elizabeth Way
(Voluntary Aided), 870 boys (240 in Sixth Form)
Required in January, 1977, a graduate to teach GEOGRAPHY up to and including "A" level. The successful candidate will also be expected to give some help with boys' games, particularly rugby. A Scale 2 post would be available for a suitably qualified and experienced person, but those seeking a first appointment are encouraged to apply. Geography is a very flourishing department and attracts a large number of "A" level and university candidates.
Apply to the Headmaster at above address giving curriculum vitae, copy of one testimonial and the names and addresses of two referees.

HILLINGDON
(London Borough of)
TOWNFIELD SCHOOL
Central Avenue, Hayes UB3 2DD
Headmaster, R. F. Warren, B.Sc.
Required for January, 1977 (earlier if possible), an ASSISTANT TEACHER of GEOGRAPHY, who is able to offer Economics to C.S.E. level. An interest in less able children would be an advantage.
Apply by letter to Headmaster giving the names and addresses of two referees and enclosing a stamped addressed envelope.
London Allowance payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SECONDARY SCHOOL
Green Street Green Road, Dartford DA1 1QE
TEACHER for GEOGRAPHY required from January 1977. Suitable for candidates seeking first appointments. Large purpose built school on the outskirts of Dartford. Fringe Allowance.
Applications to Headmaster.

SHROPSHIRE
EDUCATION COMMITTEE
PRIORY SCHOOL
(Grammar; 580 boys)
Priory Road, Shrewsbury SY1 1RX
Required January, GRADUATE to teach, throughout school, including "O" and "A" level work. Ability to help with "A" level Economics welcome. Post could be temporary for two terms.
Application direct to Headmaster.

History

Heads of Department

ESSEX
COUNTY COUNCIL
LUCTON GIRLS' SCHOOL
(Roll 790)
Homecroft Gardens, Loughton
Tel. 01-508 8806
HEAD OF HISTORY/HUMANITIES
Required for Easter, 1977. Scale 3 or 4. This is a dual post. The Scale 4 post is that of Head of the Humanities Faculty which includes History, Geography, Sociology and R.E. The last incumbent was Head of History which is a Scale 3 post. Therefore we require a HEAD of HISTORY who may or may not wish to be Head of the Humanities Faculty. Would applicants please make their interests clear. All applicants must be eligible for the Head of History post. (Please note there is no internal applicant earmarked for the Head of Faculty.)
CHALVEDON COMPREHENSIVE (11 to 16) SCHOOL
(Roll 1,540)
Wickford Avenue, Pitsea, Basildon
Tel. Basildon 553636
HEAD OF HISTORY
Scale 3. Required in January 1977, GRADUATE with substantial relevant experience to organise the teaching of HISTORY to "A" and "O" level and C.S.E.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
HEWETT SCHOOL
Cecil Road, Norwich
Roll 1,800 (240 Sixth Form)
Required for January, Scale 3 HEAD of HISTORY. Experienced TEACHER required for well established department including strong Sixth Form.
Application forms, together with details, can be obtained from Dr. W. Roy, at the school, by sending a stamped self-addressed foolscap envelope.

Other Posts on Scale 2 and above

HERTFORDSHIRE
NICHOLAS HAWKSMOOR SCHOOL
(formerly Boreham Wood Grammar School)
Cowley Hill, Boreham Wood.
Fringe Allowance Area.
Required for January, 1977, TEACHER of HISTORY [illegible] "A", "O" level and C.S.E. courses throughout the school. Scale 2 for suitably qualified and experienced applicant. Two new well-equipped specialist rooms.
School was re-organised as All-ability 7 Form Entry Upper School (Mixed 780 13 to 18 years) in 1973.
Possibility of assistance with housing and removal expenses.
Apply immediately to Headmaster giving two referees.

Scale 1 Posts

BARKING
(London Borough of)
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking
(Roll: 1,470)
Required January 1977: HISTORY—to teach the subject throughout the school. 115 pupils in sixth form. Applications for temporary appointment for 1 or 2 terms would be considered. Scale 1. London Addition £402 p.a. Reimbursement of removal expenses in approved cases.
Apply by letter, giving full details of education, training and experience and the names of two referees, to the Headteacher by not later than 30th October 1976.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEA MANOR HIGH SCHOOL
Northwell Drive, Luton
Head Teacher, Mr. R. L. Austin, B.A.
Required for January, 1977, TEACHER of HISTORY, Scale 1, within the faculty of humanities at this new purpose built mixed comprehensive school catering for the 11 to 16 age range, situated on an attractive site on the northern outskirts of Luton.
The Authority has a scheme for teachers moving into the County to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms obtainable from the Head Teacher.

HILLINGDON
(London Borough of)
TOWNFIELD SCHOOL
Central Avenue, Hayes UB3 2DD
Headmaster, R. F. Warren, B.Sc.
Required for January, 1977, an ASSISTANT TEACHER of HISTORY who is also able to offer Sociology to C.S.E. level and Geography in the Lower School. There is a possibility of a Scale 2 post for a suitably qualified and experienced candidate.
Apply by letter to Headmaster giving the names and addresses of two referees and enclosing a stamped addressed envelope.
London Allowance payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

LEICESTERSHIRE
ABINGTON HIGH SCHOOL
Station Road, Wigston Magna
Leicester
In the Leicestershire Plan for the Organisation of Secondary Education
High, 11 to 14
(Roll 766)
HISTORY
Scale 1
Required January. Please state subsidiary subject. English preferred.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

OXFORDSHIRE
COUNTY COUNCIL
WALLINGFORD SCHOOL,
Station Road, Wallingford, Oxon.
Required for January 1, TEACHER to teach HISTORY throughout the school. This is a temporary appointment until August 31, 1977.

STAFFORDSHIRE
EDUCATION COMMITTEE
CHENET SCHOOL
Allport Street, Cannock WS11 1JJ
Required for January 1977, a TEACHER for HISTORY in a department of five specialist teachers. The successful candidate will be offered a varied timetable throughout the school, probably including "O" and "A" level work in this 8 Form Entry Comprehensive School.
Application forms obtainable from and returnable to the Headteacher (stamped addressed envelope).

Mathematics

Heads of Department

AVON COUNTY
PEN PARK SCHOOL FOR GIRLS
Southmead, Bristol BS10 6BP
Required for January, 1977, a HEAD of MATHEMATICS DEPARTMENT. Scale 3 salary post. The successful applicant would be expected to take over a well-run department of four Mathematics staff plus part-timers and would be expected to take pupils through Advanced level and C.S.E. in the Summer Examinations in 1977.
Application by letter to the Headmistress immediately with full details and qualifications and experience and names of two referees.

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. GEORGE'S R.C. SECONDARY SCHOOL
Parsonage Drive, Worsley
Near Manchester
Required from January, 1977, HEAD of MATHEMATICS, Scale 4.
Applications are invited from practising Catholic teachers for the above post.
Application forms and further information from the Headmaster.

Other Posts on Scale 2 and above

BARNET
(London Borough)
[illegible] SCHOOL
Russell Lane, Whetstone, N20
[illegible]
Girls' comprehensive; roll 750 rising to 900.
Required January, 1977, MASTER/MISTRESS to teach MATHEMATICS to classes of all ages and abilities. Willingness to teach "A" level advantageous. Knowledge of Modern Mathematics essential. Possibility of Scale 2 immediately or subsequently for experienced candidate accepting responsibility within Department. Teachers available for Spring Term only will be considered.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Apply to Headmistress immediately giving names of two confidential referees. (Stamped addressed [illegible])
Director of Educational Services.

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QED

THE TIMES
Educational Supplement

SECONDARY
Mathematics continued

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
REDBORNE UPPER SCHOOL
Ampthill, Bedford
Telephone: Ampthill 404462
(Roll: 1,150. Mixed 13 to 18)
Required for January, 1977, TEACHER of MATHEMATICS. Modern Mathematics are taught to C.S.E. "O" and "A" levels. Opportunity to teach throughout the whole ability range, including Sixth Form. Good Honours Graduate preferred, experience desirable. Specialist rooms. Pleasant rural area. Good services to London and the North. Redborne is the comprehensive Upper School for the mid-Bedfordshire area. Scale 2 or 3 post available for suitably experienced and qualified candidate. The Authority has a generous scheme for assistance with removal expenses.
Apply immediately to the Headmaster at the school giving career details and recent testimonials and names, addresses and telephone numbers of two referees.

BEXLEY
(London Borough of)
BEXLEYHEATH SCHOOL
Roll 1,750 Mixed
Required for January, 1977, MATHEMATICS TEACHER. Scale 2 allowance for suitably qualified and experienced candidate. Ability to take this subject to "A" level and to teach Computer Studies will be an advantage.
I.L.E.A. 1977. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application forms from Chief Education Officer for Schools (T.7), Town Hall, Crayford, Kent.

CUMBRIA
KESWICK SCHOOL
(Voluntary Aided Co-education Day and Boarding Grammar School)
(407 pupils, 107 in Sixth Form)
A graduate is required for January 1977, to teach MATHEMATICS throughout the school. The school now has its own computer. This Scale 2 post, which could be temporary, offers good opportunities for a person with energy, imagination and a flexible approach to the curriculum. It could well suit a person with a commitment to the individual needs of the boarders. An appropriate residential emolument is available in return for such pastoral assistance.
Applications by letter, together with curriculum vitae and the names of two referees as soon as possible to the Headmaster, School House, Keswick School, Keswick, Cumbria.

ESSEX
COUNTY COUNCIL
THE PLUME SCHOOL
Maldon
Tel. Maldon 54681
(Roll 1,900)
SECOND IN MATHEMATICS
DEPARTMENT
(Scale 3)
Suitably qualified and experienced MATHEMATICS TEACHER to be second in strong department teaching to C.S.E., "O" and "A" levels.
BILLERICAY (11 to 18) SCHOOL
(Group XII)
(Roll 1,430 Main School, 300 plus Sixth Form)
School Road, Billericay
Tel. 02 774 56191
MATHEMATICS
[illegible] "O" level. Possibility of Sixth Form work if desired.
London Fringe Allowance of £141 per annum payable.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

HAMPSHIRE
MID HAMPSHIRE AREA
THE WESTGATE SCHOOL
Clarkton Road, Winchester
SO22 5AZ
(Number on roll 870)
Years I to IV coeducational comprehensive; Year V selective grammar school girls.
Required January, 1977, TEACHER for MATHEMATICS throughout school—Graduate preferred. This is a second in Department post, Scale 2. Applicants are invited to specify their own particular interests within the Mathematics Department.
Please write to Head giving full curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
THE BARCLAY SCHOOL
(Group 10)
Walkern Road, Stevenage
TEACHER of MATHEMATICS required January, 1977, to teach throughout the school up to and including Advanced level. Scale 2 post available.
Letters of application (no forms) to the Headmaster as soon as possible naming two referees. Further details on request, removal expenses may be paid.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appletree Avenue, Yiewsley, West Drayton, UB7 8DA
[illegible]
MATHEMATICS TEACHER. A Scale 2 post is available for an appropriately experienced teacher but applications from recently qualified teachers would be welcomed. The school is an established comprehensive and teaches S.M.P. to "O" level and runs courses to "A" level in Pure and Applied Mathematics.
Apply in the first instance to the Headmaster, giving the names and addresses of two referees, and include a stamped addressed envelope.
London allowance payable.
Seventy-five per cent removal expenses, in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
OLDBOROUGH MANOR SCHOOL
Boughton Lane, Maidstone
1,350 Mixed High School
(Thames-side Scheme)
Required January, 1977, MATHEMATICS TEACHER to be Second in Department (Scale 3) with responsibility for Mathematics in the Lower School. The lower school has a 12-form entry Comprehensive intake and is organised on mixed ability within three broad bands. Much of the teaching is based on [illegible] resources of the Kent Mathematics Project.
The successful applicant will be experienced in and enthusiastic about individual learning in a mixed ability situation and will be responsible for the organisation of mathematics in the first two years, including curriculum assessment. Experience of KMP is not essential.
The school is situated in pleasant spacious grounds near the centre of Maidstone with full facilities. Details (stamped addressed envelope) from the Headmaster to whom applications should be sent as soon as possible.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
HARRY CARLTON COMPREHENSIVE SCHOOL
Lantern Lane, East Leake, Loughborough, *Leicestershire*, LE12 6QN
Headmaster, A. D. Armstrong, B.A., L.R.A.M.
Mixed, 819 (Sixth Form 60)
For January, TEACHER (Scale 2) of MATHEMATICS to C.S.E. and "O" level. S.M.P. Syllabus.
Applications (no forms) to the Headmaster, with names of two referees, as soon as possible.

SHEFFIELD
EDUCATION COMMITTEE
THORNBRIDGE SCHOOL
Thornbridge Avenue, Sheffield S12 3AB
A 12-18 Comprehensive
Required for January or Easter, 1977, HEAD of MATHEMATICS DEPARTMENT, modern syllabus. Scale 4.
Forms of application may be obtained from the Head Teacher to whom they should be returned as soon as possible.

WEST SUSSEX
NORTH-EASTERN AREA
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, *Sussex*
Established Mixed Comprehensive (12 to 18)
MATHEMATICS SPECIALIST required January. See under heading of MATHEMATICS, Scale 1.

Scale 1 Posts

BERKSHIRE
PARK HOUSE SCHOOL
(11-16 Boys' Comprehensive, 737)
Andover Road, Newbury
Required January, 1977, a TEACHER for MATHEMATICS at all levels up to 16 years of age.
Assistance with removal expenses in approved cases.
Applications to the Headmaster, stamped addressed envelope.

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN DIVISION
CHESHAM HIGH SCHOOL
Whitehill, Chesham, Bucks.
Head, K. D. Stokes, B.Sc.
(Roll 810 mixed)
Required in November, or as soon as possible thereafter, a MASTER/MISTRESS for MATHEMATICS "O" and "A" levels; Computer Studies experience an advantage but is not essential. Trained graduate preferred; an interest in out-of-school activities a recommendation. Scale dependent on experience. London Fringe £150 per annum. Removal expenses up to £150, payable in approved cases.
Applications, giving full details of qualifications and experience together with the names of two referees to be sent to the Head[illegible]

[illegible] (London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced TEACHERS.
TAVISTOCK HIGH SCHOOL (MIXED)
Tavistock Grove, Croydon, Surrey CR0 2BH
Telephone: 01-689 1641 (Annexe 686 8165)
Head: Mr. J. G. Robertson, B.A.
Tenable: From 11th October 1976–21st February 1977.
Temporary full-time MATHEMATICS TEACHER (due to Maternity Leave) in this 11-14 mixed comprehensive school.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed (details on request).
Please send stamped addressed envelope for application form from and returnable to the Headteacher at the above address as soon as possible.

EAST SUSSEX
TIDEWAY SCHOOL
Newhaven
Required from January at this 11 to 18 co-educational comprehensive school, ASSISTANT TEACHER to teach MATHEMATICS. Scale 1 post.
Scheme of relocation grants available in approved cases.
Application forms and further details from the Headmaster, Tideway School, Southdown Road, Newhaven (foolscap stamped addressed envelope), to whom completed forms should be returned.

ENFIELD
(London Borough of)
THE LATYMER SCHOOL
Edmonton, London, N9 9TN
Voluntary Aided Grammar School (1,250 boys and girls; 300 in the Sixth Form)
MASTER/MISTRESS (Scale 1) required for January, 1977, to teach MATHEMATICS at all stages up to University entrance. This is a strong department. There are about 40 "A" level Mathematics candidates in each of the Lower and Upper Sixth. Modern Mathematics syllabuses, in operation in the first three years, are being extended.
A temporary appointment for two terms would be considered.
Letters of application (no forms) should be sent to the Headmaster at the school, giving the names of two referees and stating qualifications, experience and other relevant [illegible]

[illegible] ESSEX
COUNTY COUNCIL
BILLERICAY (11 to 18) SCHOOL
(Group XII)
(Roll 1,430 Main School, 200 plus Sixth Form)
School Road, Billericay
Tel. 02 774 56191
MATHEMATICS
Required for January, 1977, TEACHER of MODERN MATHEMATICS up to C.S.E. and "O" level. Possibility of Sixth Form work if desired.
London Fringe Allowance of £141 per annum payable.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
BOURTON VALE SECONDARY SCHOOL
Bourton-on-the-Water, near Cheltenham
(Four-form entry, 560 on roll)
Required January, 1977, TEACHER to teach MATHEMATICS throughout this rural Secondary School. Scale 1.
Apply by letter immediately giving names of two referees, to [illegible]

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE COMPREHENSIVE SCHOOL
Chatsworth Place, Cleethorpes
Headmaster, D. Johnston, B.Sc.
Number on Roll: 1,750
Required for January, 1977:—
Well qualified, preferably graduate, TEACHER of MATHEMATICS to teach up to and including G.C.E. "A" level. Courses in S.M.P. Mathematics to "O" level and Syllabus B of Cambridge at "A" level are well established together with Mode 3 C.S.E. courses, one of which operates by continuous assessment. A computer terminal is available and in regular use.
This successful department has a good record in Oxbridge scholarships and entry and a continuance of these standards is essential. Candidates should be keen to join an energetic department and keen to gain the experience which leads to promotion. Scale 2 available for a candidate with appropriate qualifications and experience.
The school is situated in a *pleasant seaside resort near* to the Lincolnshire Wolds and costs of housing and living in the area compare favourably with most other areas.
Application forms and further information obtainable from the Head Teacher at the school to whom they should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SECONDARY SCHOOL
Green Street Green Road, Dartford DA1 1QE
TEACHER for MATHEMATICS required from January 1977. Suitable for candidates seeking first appointments.
Large purpose built school on the outskirts of Dartford. Fringe Allowances.
Applications to Headmaster.

KENT
THE SKINNERS' SCHOOL
Tunbridge Wells
Voluntary Aided Grammar School (690 boys)
Required for January, 1977, a GRADUATE to teach MATHEMATICS.
Apply by letter to the Headmaster, giving curriculum vitae and naming two referees.

LINCOLNSHIRE
DONINGTON COWLEY'S SECONDARY SCHOOL
Burnham Scale 1 £2,565 — £4,056
493 on Roll
For January 1977 (or 15 November 1976, if possible), TEACHER for MATHEMATICS (SMP). Removal expenses paid by Trustees in approved cases.
Letter of application stating two referees to the Headmaster of the School, Donington, Spalding (Tel: Donington 264 or 707) as soon as possible.

LINCOLNSHIRE
CITY SCHOOL
Burnham Scale 1, £2,565 to £4,056
Number on roll: 1,200
TEACHER for MATHEMATICS. The Mathematics syllabus is traditionally based.
Apply by letter naming two referees to the Headmaster at the School, Skellingthorpe Road, Lincoln. Closing date one week from appearance of advertisement.

[illegible]
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE STANIFORTH SCHOOL
(Roll 960)
Staniforth Road, Thetford IP24 3LH
Scale 1, ASSISTANT TEACHER to teach MATHEMATICS throughout the School. (*Previous applicants need not re-apply.*)
Application forms and further details may only be obtained by sending a stamped addressed foolscap envelope to the Head at the School.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
THETFORD, FULMERSTON SCHOOL
(Roll 750)
Bridge Street, Thetford IP24 3AP
Scale 1, ASSISTANT TEACHER of MATHEMATICS. Work at all levels, including Sixth Form, will be available to a suitably qualified teacher. A temporary appointment for two terms would be considered.
Application forms and further details may only be obtained by sending a stamped addressed foolscap envelope to the Head at the School.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
KETTERING BOYS' SCHOOL
Windmill Avenue, Kettering, Northants NN15 6PH
Required for January 1977 a MATHEMATICS TEACHER Scale 1 (graduate preferred) for Kettering Boys' School (694 boys), the upper part of an 11 to 18 linked comprehensive school, having at present mainly selected streams of the former Grammar School. The post involves teaching S.M.P. Mathematics throughout the school to "O" and "A" level.
Apply immediately, giving names of two referees, to the Headmaster (stamped addressed envelope).

NORTH YORKSHIRE
County of
MILL MOUNT GRAMMAR SCHOOL, York
Required for January 1977 ASSISTANT TEACHER of MATHEMATICS, Scale 1. Interest in modern mathematics desirable as the course in Forms 1-4 leads to "O" level Syllabus C of the [illegible]
Applications in writing, together with curriculum vitae, immediately to the Headmistress, Mill Mount Grammar School, Mill Mount Lane, York YO2 2BJ.

REDBRIDGE
(London Borough of)
SEVEN KINGS HIGH SCHOOL
(1,214 pupils on roll, including 420 in Sixth Form)
Ley Street, Ilford IG2 7BT
Tel. No. 01-594 8935
Head: Miss M. G. Evans, B.A.
Suitably qualified TEACHER of MATHEMATICS required for January, 1977, in this established 11 to 18 mixed comprehensive school. Outer London Allowance is payable. Application forms and further details available from the Headmistress at the school.

WEST SUSSEX
NORTH-EASTERN AREA
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex
(Established Mixed Comprehensive, 12 to 18)
MATHEMATICS SPECIALIST required January for work mainly in years 4, 5 and 6. Scale 2 post available for suitable candidate.
Assistance with removal and resettlement expenses in approved cases. Favourable housing and London Fringe allowance.
[illegible] curriculum vitae and names and addresses of two referees to Headmaster.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for January, 1977:—
PENDEFORD HIGH SCHOOL
MATHEMATICS—Scale 1. Applicants must be able to teach up to C.S.E. level.
The school is a well-established, 11 to 18 mixed comprehensive, situated on an excellent site on the northern boundary of the borough.
Further details from the Headmaster (Wolverhampton 782937).
Applications by letter (no forms), *giving details* of qualifications, curriculum vitae and naming two professional referees, within seven days of this advertisement, to the Director of Education, Education Offices, St. John's Square, Wolverhampton WV2 4DH.

Modern Languages

Heads of Department

AVON COUNTY
FAIRFIELD GRAMMAR SCHOOL
Montpelier, Bristol, BS6 5JW
(Co-educational—620 on roll)
Required for January, HEAD of MODERN LANGUAGES, Scale 3.
The present teaching requirement is for FRENCH throughout the school to Advanced level.
Applications by letter to the Headmaster immediately with full details of qualifications and experience and the names of two referees.

HAMPSHIRE
MID-HANTS AREA
WYVERN SCHOOL
Botley Road, Fair Oak, Eastleigh, Hants
(11 to 16 mixed comprehensive; 1,250 on roll)
HEAD of MODERN LANGUAGES required—to offer GERMAN and FRENCH—language suite including laboratory. Scale 3 post.
Please write to Head, giving full curriculum vitae and the names and addresses of two educational referees.
Assistance with removal expenses in approved cases.

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL
New Road, Harlington, Hayes UB3 5HE
(Number on roll 822—55 in Sixth Form)
Head Teacher, T. H. McCulley, M.A.
Required for January, 1977, HEAD of GERMAN, Scale 3, in this developing comprehensive school with new upper school buildings.
There are excellent facilities including language laboratory, lecture theatre, sports hall and Drama Centre.
The school is within easy reach by train and road to Central London and to open countryside.
An ability to assist with French an advantage.
Application forms from and returnable to the Headmaster.
London allowance payable. 75 per cent removal expenses in appropriate cases.

WARWICKSHIRE
BISHOP BRYANT R.C. GRAMMAR SCHOOL
Guy's Cliffe Avenue
Leamington Spa
(630 on roll; 166 in Sixth Form)
(Mixed)
School will federate with Dormer High, Warwick, September 1977 as single comprehensive school of approximately 1,200 pupils organised in three semi-autonomous halls.
Required September 1977, HEAD of MODERN LANGUAGES, Scale 4, with French and Spanish or German. Great importance will be attached to modern languages in new school. Good facilities. Language laboratory.
Further details from and application by letter to Head with curriculum vitae and two academic referees. (Give telephone numbers if available.)

Other Posts on Scale 2 and above

ESSEX
COUNTY COUNCIL
INGATESTONE ANGLO-EUROPEAN SCHOOL
(Roll 710)
Willow Green, Ingatestone
Telephone Ingatestone 4010
MODERN LANGUAGES
Required January, GRADUATE LINGUIST to teach FRENCH and GERMAN in this developing co-educational School. Permanent or temporary appointment will be considered. Willingness to participate in European study visits an advantage. Scale 2 post and London Fringe Allowance available.
Please apply immediately to the Headmaster, (Ingatestone 4018 (School), Danbury 2765 (Home)).
Application forms and further particulars may be obtained from the Head of the school to whom completed application forms should be returned.

HILLINGDON
[illegible]
Required for January, 1977, or sooner if possible, TEACHER of FRENCH to join a team of four teachers to share in the work of the department. A Scale 2 post would be available to a suitably qualified and experienced candidate, but applications from newly qualified teachers are welcomed.
Apply in the first instance to the Headmaster giving the names and addresses of two referees and include a stamped addressed envelope.
London Allowance payable.
Seventy-five per cent removal expenses in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WOMBWELL HALL SCHOOL
Hall Road, Northfleet, Kent DA11 8AQ
Required for January, 1977, a graduate TEACHER for GERMAN with subsidiary FRENCH. A Scale 2 allowance is available for a well qualified applicant.
The school caters for girls of 11 to 18 years, following a five year academic course and the number on roll is approximately 860, with 190 in the Sixth Form.
[illegible]

NORTH YORKSHIRE
(County of)
THE ALLERTONSHIRE SCHOOL
Brompton Road, Northallerton, DL6 2NT
Required for January, 1977:—
TEACHER of GERMAN with FRENCH for thriving Department of seven in an 11 to 14 rural comprehensive school (1,100 pupils). A Scale 2 post would be available for a person of appropriate experience. (An interest in the Audio visual approach to language teaching would be an advantage.)
Please apply, as soon as possible, by letter with curriculum vitae and the names of two referees to the Headmaster at the school.

SANDWELL
(Metropolitan Borough of)
WILLINGSWORTH HIGH SCHOOL
Required for January, 1977:
ASSISTANT TEACHER for GERMAN. Scale 2 post available for suitable applicant.
This is an 11 to 16-year-old comprehensive mixed school.
Number on roll, 1,400.
The school opened in 1957 and had extensive new buildings added in 1970. Further extensions are being added next year.
Application forms and further information can be obtained from the Head Teacher, Willingsworth High School, Bilston Road, Tipton, West Midlands DY4 0BZ.

WEST SUSSEX
SOUTHERN AREA
ST. ANDREW'S C.E. (AIDED) HIGH SCHOOL FOR BOYS
Sackville Road, Worthing
(Comprehensive: 765 on roll, 12 to 16)
Required January, or as soon as possible after, TEACHER of FRENCH to assist with work throughout school across whole ability range. Audio-visual methods used, well-equipped language laboratory. Ability to assist with *German an advantage*. Scale 2 for suitable applicant.
Assistance with removal and resettlement expenses in approved cases.
Details and form from Headmaster on receipt of self-addressed foolscap envelope.

Scale 1 Posts

AVON COUNTY
SPEEDWELL SCHOOL
Speedwell Road, Kingswood, Bristol
(Comprehensive, 1,500)
Required for January, TEACHER of GERMAN, *Scale 1*. *Audio-visual* courses are followed in the lower part of the school leading to a variety of courses and approaches in the upper part of the school.
Apply by letter to the Headmaster, giving full details of qualifications, experience and names of two referees immediately.

BARNET
(London Borough)
COPTHALL SCHOOL
Page Street, Mill Hill, NW7
01-203 1074
(Girls' comprehensive, 11 to 18 roll 1,014)
Required January or April, 1977, qualified TEACHER of FRENCH to share work of Language Department. Scale 1. Opportunity for "A", "O" level and C.S.E. work. Language Laboratory.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Apply to Headmistress giving full details of qualifications, experience and names of two referees. (Stamped addressed envelope.)
Director of Educational Services.

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
PILGRIM SCHOOL
Brickhill Drive, Bedford
Required for January, 1977, MASTER or MISTRESS to teach FRENCH. Applications from those wanting either a full-time or part-time post will be considered. The *work is with third and fourth forms.*
Application forms obtainable from the Headmaster at the school (Tel.: Bedford 500121).

BERKSHIRE
GARTH HILL SCHOOL
Sandy Lane, Bracknell, RG12 2JH
(Comprehensive mixed: 1,400 on roll)
Required for January, 1977, a qualified TEACHER of GERMAN, competent to teach to C.S.E., "O" and "A" level. FRENCH, RUSSIAN and EUROPEAN STUDIES are also taught and the candidates should state their subsidiary interest.
Outer Fringe Allowance £150 per annum.
Possibility of housing accommodation and assistance with removal expenses in approved cases.
Further details of the organisation of the school and application forms obtainable from the Headmistress at the school, to whom they should be returned (stamped addressed envelope).

BERKSHIRE
STONEHAM BOYS' SCHOOL
Cockney Hill, Tilehurst, Reading
(11-18 Comprehensive, 940 boys, 100 in Sixth Form)
Headmaster, G. C. Jenks, M.Sc., M.I.Biol.
Required for January, 1977, TEACHER of SPANISH to "O" and "A" level. Ability to offer French, German or Music as well would be helpful. Scale 1.
Applications in writing with names of two referees and details of qualifications to the Headmaster.
Assistance with removal expenses. Lodging allowance (married teachers only) in approved cases.

BROMLEY
LONDON BOROUGH OF BROMLEY
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
MOTTINGHAM SCHOOL FOR GIRLS
Ravensworth Road, Mottingham SE9 4LW
(Roll 430)
Required immediately, a part-time TEACHER of SPANISH on Tuesday, Wednesday, Friday (nine hours a week). *The person appointed must have knowledge of G.C.E. Mode 3.*
Apply by letter to the Headmistress at the school giving the names and addresses of two referees.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
JOHN COLET COUNTY SECONDARY SCHOOL
Wharf Road, Wendover
Head Teacher, G. W. Newman, B.Sc.
(Number on Roll: 700 mixed)
TEACHER of FRENCH required January. This is an additional post due to the expansion of the French Department. A strong link exists between this school and a similar establishment in France with annual exchanges of children taking place. This position offers considerable scope for a keen and enthusiastic teacher of French.
Removal expenses up to £150 payable in approved cases; also a housing allowance for married teachers unable to find immediate accommodation.
Application form (stamped addressed envelope) from [illegible]

CAMBRIDGESHIRE
CAMBRIDGE AREA
ELY FEDERATION OF VILLAGE COLLEGES
LITTLEPORT VILLAGE COLLEGE
Required for January, a TEACHER of FRENCH (Scale 1) in this 11 to 16 mixed comprehensive [illegible]
Apply immediately, to the Warden, Parsons Lane, Littleport. (Tel.: Ely 860[illegible])

CUMBRIA
EDUCATION COMMITTEE
THE LAKES SCHOOL
Windermere
(Comprehensive, Mixed, 11-18, Roll 1,000)
Required in January, a TEACHER of FRENCH (Scale 1). "A" level work is available to a suitable applicant and ability to teach junior GERMAN would be an advantage.
A temporary appointment would be considered.
Please send curriculum vitae (no forms) and the names of two referees to the Headmaster, G. Thomas, as soon as possible. (Stamped addressed envelope for acknowledgement.)

DERBYSHIRE
BUXTON GIRLS' SCHOOL
FRENCH TEACHER required January for whole ability range to C.S.E. and "O" level. "A" level work available if desired.
Apply to the Headmistress with the names of two referees.

DEVON
TOTNES. KING EDWARD VI SCHOOL
Ashburton Road
TEACHER, Scale 1, required January 1, 1977, or as soon as possible, to teach FRENCH.
New buildings, excellent facilities, language laboratory, visual room.
Letters, please, no forms, with names and addresses of two referees, to Head, as soon as possible.

GLOUCESTERSHIRE
MANOR SCHOOL
Eastcombe, near Stroud
(Rural School, 600 pupils)
FRENCH TEACHER (Scale 1) required from January 1977. Ability to teach some German or [illegible] needed until September.
Application forms from the Headmaster. Enclose stamped addressed envelope.

HAMPSHIRE
FAREHAM/GOSPORT AREA
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Southampton SO3 [illegible]
(11 to 16 mixed comprehensive; 1,250 on roll)
TEACHER of FRENCH. Interest in German an advantage. Active, progressive department.
Please write to Head with curriculum vitae and names and addresses of two referees. Further details from Head.
Assistance with removal expenses in approved cases.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
REDDITCH. THE ABBEY HIGH SCHOOL
Easemore Road, Redditch B98 8HB
(Coeducational senior high school, 1,050 on roll; 250 in sixth form)
Required for January, 1977, MASTER or MISTRESS to teach FRENCH throughout the school to "A" level. Ability to teach German would be an advantage. Scale 1 post.
Application by letter, to the Headmaster, giving full details of education and experience and the names of two referees as soon as possible.

HERTFORDSHIRE
BUSHEY MEADS SCHOOL
Coldharbour Lane, Bushey
Required January, 1977, SPECIALIST (Scale 1) to teach to "A" level. Language laboratory.
Further particulars of the post from Headmaster to whom applications should be sent including curriculum vitae and names of two referees.

HERTFORDSHIRE
WATFORD GIRLS' GRAMMAR SCHOOL
The Crescent, Watford
Required January, 1977, TEACHER to teach [illegible] throughout the school [illegible] post available [illegible] £150 London [illegible] allowance.
Apply in writing to the Headmistress with names of two referees and give two testimonials.

HILLINGDON
(London Borough of)
QUEENSMEAD SCHOOL
Queens Walk, Ruislip HA4 [illegible]
(Number on Roll 870—[illegible] Sixth Form)
Headmaster, G. D. [illegible], B.A.
Required as soon as possible, TEACHER of FRENCH for 11-18 mixed six-form entry comprehensive school with established courses to C.S.E., "O" and "A" levels. The Modern Languages Department has purpose-built laboratory suite.
Applications as soon as possible by letter to the Headmaster with a brief curriculum vitae and the names of two referees. Please enclose a stamped addressed envelope.
London allowance payable. Seventy-five per cent removal expenses in appropriate cases.

ISLES OF SCILLY
(Council of)
Re-Advertisement
ISLES OF SCILLY SCHOOL
(130 Mixed Comprehensive, 11-16)
Assistant FRENCH Teacher wanted.
Application forms from the Secretary for Education, Town Hall, St. Mary's, Isles of Scilly. Closing date 5th November [illegible]

KIRKLEES
METROPOLITAN COUNCIL
SHELLEY HIGH SCHOOL
Huddersfield Road, Shelley, Huddersfield
Required for January, 1977, TEACHER Scale 1 for MODERN LANGUAGES (FRENCH and GERMAN). Ability to teach "O" level an advantage.
Application forms (stamped addressed envelope) to the Headmaster at the school, to be completed and returned as soon as possible.

Lancashire
County Council

CLOSING DATE 1st NOVEMBER, 1976

Primary and Special Schools
For application form send stamped addressed foolscap envelope to Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ, unless otherwise stated.

Secondary Schools
Forms/further details from and returnable to the Head Teacher at the School. Stamped addressed envelope, please.

Posts available from January 1, 1977, unless otherwise stated

PRIMARY SCHOOLS
HEADSHIP
CHARNOCK RICHARD CE JM&I (136 Mixed)
May 1977.
Group 3.
BLACKBURN, ROMAN ROAD PRIMARY SCHOOL (new one-form-entry, 5 to 11 years)
May, 1977.
Group 4.

SPECIAL EDUCATION
BLACKPOOL, PARK (Day ESN) (157 Mixed)
BASIC SUBJECTS with Senior Pupils.
Scale 1
Experience in Special Education desirable but not essential.
SKELMERSDALE ASHURST SPECIAL (ESN) (50 on roll)
ALL AGES.
Scale 1.

SECONDARY SCHOOLS
SENIOR TEACHER
HASLINGDEN HIGH (1,300), Broadway, Haslingden, Rossendale
HEAD OF LOWER SCHOOL.

HEAD OF DEPARTMENT
DARWEN, MOORLAND HIGH SCHOOL (1,100 Mixed), Holden Fold
ART.
Scale 3.

SCALE 2 POSTS
BLACKBURN, EVERTON HIGH SCHOOL (off Manxman Road) (1,025 Mixed)
ENGLISH as a Second Language.
HASLINGDEN HIGH (1,300), Broadway, Haslingden, Rossendale
ENGLISH to "O" and "A" level.

SCALE 1 POSTS
UP HOLLAND COUNTY SECONDARY SCHOOL, Sandbrook Road, Orrell, Wigan WN5 7AL (846 Mixed)
HOME ECONOMICS.
BURSCOUGH HIGH SCHOOL, Trevor Road, Burscough (11 to 16 Comprehensive) (number on roll: 700)
MODERN MATHEMATICS.
CHORLEY HOLY CROSS RC AIDED, Burgh Lane, Chorley (1,100 Mixed)
ENGLISH with Drama.
BLACKBURN, BILLINGE HIGH SCHOOL, Preston New Road (1,250 Mixed)
SCIENCE in Lower School—1st and 2nd years.
BLACKBURN, PLECKGATE SCHOOL/COMMUNITY CENTRE, Pleckgate Road (1,150 Mixed, Comprehensive)
ENGLISH.
BURNLEY, ST THEODORE'S RC HIGH SCHOOL, Ormerod Road (843 Boys, 11 to 18 years, plus 115 Boys and 84 Girls in Sixth Form Unit)
As soon as possible.
GENERAL SUBJECTS, including Science.

Education Department

COUNTY SECONDARY SCHOOLS
SCALE 2 POSTS AND ABOVE
Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Duddeston Manor School, Great Francis Street B7 4QR (950 mixed 11-16)
Scale 2 available. Required for January, 1977, teacher for METALWORK in a Craft Department of four. Ability to help with Technical Drawing an advantage.

Great Barr School, Aldridge Road B44 8NU (1,900 pupils)
Required for January, 1977, teacher of PHYSICAL EDUCATION (GIRLS)
Scale 2 available for suitably qualified and experienced applicant.

Queensbridge School, Moseley B13 8QB
A developing school of 600 pupils with excellent buildings and facilities.
HEAD OF ART (Scale 3). A lively and energetic teacher, with wide interests is required to lead the Art department and to work closely with the departments *of Craft, Needlework, and Home Economics. Taught* to C.S.E. and G.C.E. 'O' level.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 2 POSTS & ABOVE
St. Paul's R.C. Girls' School, Vernon Road B16 9SL
Scale 3. HEAD OF BIOLOGY. To organise the teaching of Biology throughout the school and teach to Advanced level Biology. Ability to teach C.S.E. Mathematics an advantage.
Application to the Clerk to the Governors care of the school.

COUNTY SECONDARY SCHOOLS
SCALE 1 POSTS
Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to the Head of the School as soon as possible, together with the names of two referees and a stamped addressed envelope.

Aston Manor School, Phillips Street B6 4PZ
Required January. Assistant teacher of ART AND CRAFTS. Further details from Headmaster.

Bartley Green School, Adams Hill B32 3QJ (mixed)
FRENCH Specialist required for January to teach French initially to the first Four Years. Purpose-built languages accommodation, including Language Laboratory.

Ilmington School, Weoley Castle B29 5LL
Required for January, 1977, teacher for ART AND CRAFT. *Good facilities. Excellent opportunities for* enthusiastic teacher with broad concept of the subject.

Kings Heath School, Hollybank Road B13 0RJ
650 boys: 70 in Sixth Form, all on 'A' level courses. Required for January, 1977. Assistant teacher, MUSIC. *First to Fifth Year teaching, including 'O' level work.*

Moor End School, Moor End Lane, Erdington B24 9DR
Required January. Assistant Teacher for one of the following subjects: MATHEMATICS, REMEDIAL, RELIGIOUS EDUCATION.
Any combination of these subjects would be considered.

Washwood Heath School, Burney Lane, Stechford B8 2AS
Required January, teacher of MATHEMATICS. Computing and/or Lower School Science a recommendation. Present timetable includes examination work.

VOLUNTARY AIDED SECONDARY SCHOOLS
SCALE 1 POSTS
St. Paul's Girls' School, Vernon Road, Edgbaston B16 9SL
Opportunity to teach P.E. and DANCE throughout the school. Ability to take Netball and Athletics essential, well-established teams.
Applications to the Clerk to the Governors, care of the school.
There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

Cyngor Sir **DYFED** County Council
EDUCATION COMMITTEE

ABERAERON COMPREHENSIVE SCHOOL
(Group 10—750 pupils)
Required for January 1, 1977, or as soon as possible afterwards, on a mutually agreed date, a teacher of POTTERY and GENERAL STUDIES, Scale 1 Post.
Applications (no forms) with the names of two referees to the Headmaster, Aberaeron Comprehensive School, Aberaeron, as soon as possible.

FREYSTROP VOLUNTARY SCHOOL
Required for January 1, 1977, an assistant teacher to teach in the JUNIOR CLASS. Ability to play the piano would be an advantage. Scale 1 Post.
Application forms are available on receipt of a stamped, addressed envelope from the Area Education Officer, GPO Box 18, St. Thomas's Green, Haverfordwest, to be returned no later than November 5, 1976.
CANVASSING OF MEMBERS
Canvassing directly or indirectly for either post will *disqualify*.
Henry D. Thomas, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen.

Gwent
County Council

Education Department
REQUIRED FOR 1ST JANUARY, 1977
Applications are invited from qualified teachers for the following vacancies:—

NEWPORT ST. JOSEPHS COMPREHENSIVE SCHOOL
WOODWORK or METALWORK
in the Design Craft and Technology Department
Application forms available from the Headmaster, Newport St. Josephs Comprehensive School, Tredegar Park, Newport, Gwent NP1 9YS.
Closing date for receipt of applications 5th November, 1976.
Successful applicants will be required to submit a satisfactory medical report on appointment.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts.
Unless otherwise stated, application forms and details are available from the Heads at the schools. Please enclose S.A.E.
Please quote reference 22/10 on correspondence.

Further Education
Somerset College of Arts and Technology, Taunton
LECTURER, GRADE I, TO TEACH SHORTHAND, TYPEWRITING AND SECRETARIAL DUTIES to full-time and part-time students, required from January, 1977. Applicants should be fully qualified and have relevant business experience.
Further particulars and application form (S.A.E.) from the Clerk to the Governors, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset. TA1 5AX.
Closing date: 1st November, 1976.

Secondary
Chilton Trinity Comprehensive, Bridgwater
(Group 10, 11-16 mixed, 1,020)
For Spring or Summer Term, DEPUTY HEAD and/or SECOND MASTER/MISTRESS. Applicants should be prepared to play a full part in the management and future development of the school as well as accepting major responsibilities for discipline and welfare.
The post of Second Master/Mistress will carry the full status and salary of a Group 10 Deputy Headship. Candidates for the post of Deputy Head should state whether or not they also wish to be considered for the post of Second Master/Mistress.
Apply by letter, including curriculum vitae and names of two referees, direct to the Head at the School. Further information on both posts available (S.A.E.).

Buckler's Mead Comprehensive, Yeovil
Teacher, Scale 1, for HUMANITIES, to take mainly History and Social/Careers courses.

Frome College, Frome
(13-18 mixed comprehensive, 1,289, 183 in Sixth, and F.E. College combined, on separate sites)
For January, 1977, or as soon as possible thereafter, teacher of METALWORK, Scale 2 post available for suitably experienced and qualified candidate. An ability to teach woodwork and/or an interest in art, metalwork and design will be an advantage. Applications by letter in the first instance to the Principal, giving full details and names of two referees as soon as possible. Further details S.A.E.

Middle Schools
Minehead Middle, Minehead
(9-13 mixed, 534)
Suitably qualified and experienced teacher of COMBINED SCIENCE, Scale 1, plus some Humanities to Third-Year Pupils. Well-established school.
Applications by letter to the Head at the school, with curriculum vitae and names of two referees.

Primary Headships
Bishop Henderson V.C. Primary, Coleford, nr. Bath
For April, 1977, HEAD for this Group 4 school.
Application form and details, S.A.E., from Staffing (T) Section, Education Department, County Hall, Taunton.
Closing date: 15th November, 1976.

Primary
Grass Royal County Junior, Yeovil (490)
(7-11 age range)
Teacher, Scale 2, to be responsible for MATHEMATICS in the Lower School and liaison with feeder infant schools. Cooperative teaching throughout the school.
Closing date: 8th November, 1976.

Wincanton County Primary, Wincanton (296)
INFANT TEACHER, Scale 1. Knowledge of Breakthrough and Music desirable.
Closing date: 8th November, 1976.

Minehead County First, Minehead (275)
RECEPTION/NURSERY TEACHER, Scale 1. Music an advantage. Temporary post for two terms.

County of Cleveland
SECONDARY SCHOOLS
All Secondary Schools are Mixed Comprehensive Schools

11-18 SCHOOLS
SCALE 1—BIOLOGY
ENGLISH MARTYRS RC SCHOOL (Roll 1,525)
Catcote Road, Hartlepool, Cleveland
(Telephone: Hartlepool 3790)
Required as soon as possible, a teacher of BIOLOGY to GCE "A" level.

11-16 SCHOOLS
SCALE 2—ART
GILLBROOK SCHOOL (Roll 1,106)
Normanby Road, South Bank, Cleveland TS6 9AG
(Telephone: Eston Grange 58201)
Required for January, 1977, a suitably experienced teacher to be second in the ART Department.

SCALE 2—REMEDIAL EDUCATION
ST GEORGE'S RC SCHOOL (Roll 841)
Cowley Road, Acklam, Middlesbrough, Cleveland TS5 7EY (Telephone: Middlesbrough 822124)
Required for January, 1977, a teacher to be responsible for REMEDIAL EDUCATION, especially in English.
(Application forms to be returned to the Clerk to the Governors at the above address.)

SCALE 1—REMEDIAL
NORTON SCHOOL (Roll 1,017)
Berkshire Road, Stockton, Cleveland TS20 2RD
(Telephone: Stockton 557361)
Required as soon as possible, a teacher to assist in the REMEDIAL Department.

Financial assistance with household removal expenses may be available in approved cases. Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teachers/Clerk to the Governors within 10 days of the appearance of this advertisement.

Educational Appointments

Men or women required for the following posts:

WHINMORE SCHOOL
Higham Common Road, Barugh Green, Barnsley
Headteacher E. A. Brookes

Required for January.
TEACHER (Scale 1) to be responsible for a mixed class of 12 to 13 year old children at this purpose built ESN (M) School, which was opened in September, 1973, for 150 children between the ages of 5 and 16 years. Special School experience would be an advantage but not essential and applications from candidates with an interest in P.E. and Games would be welcomed.
Application forms obtainable from and returnable to the Headteacher as soon as possible.

Penistone, Sheffield
(1,550 Mixed Comprehensive—Group 12)
Headteacher M. A. Bould, BA

Required for January for two terms.
Temporary TEACHER of GEOGRAPHY and GEOLOGY to teach those subjects to GCE 'O' and 'A' level (Scale 1.)
Apply by letter to the Headteacher giving full curriculum vitae and two referees. (Stamped addressed envelope please.)

KIRKBALK SCHOOL
Hoyland, Barnsley
(11-18 Comprehensive)
Headteacher R. Hilton, BA

Required for January or as soon as possible afterwards.
TEACHER to take PHYSICS to 'A' level. Some assistance with Integrated Science with Junior forms desirable (Scale 2).
The post would also be open on Scale 1 to new teachers.
Apply by letter to the Headteacher giving full curriculum vitae and two referees as soon as possible.

BARNSLEY
Metropolitan Borough

SECONDARY
Modern Languages
continued

LONDON, E.1
RAINE'S FOUNDATION GRAMMAR SCHOOL
Arbour Square
(Voluntary aided Church of England school; 650 boys and girls)
A GRADUATE is required to join the languages department in January, 1977, and to teach GERMAN with some FRENCH throughout the school to Ordinary and Advanced level.
This is a part-time appointment for one term in the first instance, although there is a possibility that the post will become a permanent one.
Application (no forms), together with the names of two referees, to the Headmaster at the school by Wednesday, November 3.

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
(480 girls in Upper School)
Required for January, 1977, GRADUATE to teach GERMAN throughout the school up to University Entrance standard with some FRENCH.
Apply: Headmistress, Burton Walks, Loughborough, with names of two referees.

CITY OF SALFORD
EDUCATION DEPARTMENT
ELLESMERE PARK HIGH SCHOOL
Wentworth Road, Eccles
M30 0BP
11-16 mixed, comprehensive, 1,130 pupils
Required from January, 1977,
TEACHER OF FRENCH
Scale 1
Please send stamped addressed envelope for application form to the Head Teacher, to whom completed applications should be returned as soon as possible.

SALFORD (City of)
EDUCATION DEPARTMENT
WORSLEY WARDLEY HIGH SCHOOL
Mardale Avenue, Swinton M27 3QP
(11-16 mixed comprehensive. 760 pupils)
Required from January, 1977: Qualified TEACHER of FRENCH to O.C.E. "O" level.
Salary Scale 1 but possibility of Scale 2 for suitably qualified and experienced candidate.
Please send stamped addressed envelope for application form and *further particulars* to the Headmaster

SHEFFIELD
EDUCATION COMMITTEE
NORFOLK SCHOOL
Cradock Road, Sheffield S2 3JX
13 to 18 Comprehensive
Required as soon as possible or for January, 1977, a trained GRADUATE to teach GERMAN and FRENCH. The school is a mixed comprehensive of 820 pupils. Two languages are offered at all levels, and there is a small, growing sixth form of 40-plus. Scale 1 plus Social Priority School.
Application forms and further details of the school are obtainable from the Headmaster, Mr. J. L. Whyman, at the school. Please also enclose two foolscap stamped addressed envelopes.

SOUTH TYNESIDE
(Borough of)
MORTIMER COMPREHENSIVE SCHOOL
Scale 1 FRENCH [illegible] ability to assist in the teaching of English and/or German will be a decided advantage.
Further details and application forms may be obtained from the Head Teacher, Mortimer Comprehensive School, Reading Road, South Shields, NE33 4UG, and should be returned as soon as possible.
K. Stringer, Director of Education.

STAFFORDSHIRE
EDUCATION COMMITTEE
GREAT WYRLEY HIGH SCHOOL
Hall Lane, Great Wyrley, Walsall, Staffs.
Roll 1,016
Required for January next, in this 13-18 Comprehensive, with excellent facilities, a TEACHER of GERMAN and/or FRENCH. Both languages are well established; suitable for a First Entrant.
Apply in the first instance to the Headmaster at the school.

SUFFOLK
COUNTY COUNCIL
WESTBOURNE SCHOOL
Marlow Road, Ipswich
(11-16 Mixed; Roll 1,340)
Head Master: W. Horsfield
Required for January, 1977, ASSISTANT TEACHER Scale 1 for FRENCH.
Application forms and details from the Head at the school to be returned as soon as possible.

SUFFOLK
ROYAL HOSPITAL SCHOOL,
Ipswich
Direct Grant Boarding School. 700 boys, all sons of Seafarers. Two Grammar School streams continuing to "A" level and three Secondary Modern streams.
Required for 1st April, 1977, or earlier, a TEACHER of MODERN LANGUAGES to teach FRENCH at all levels. (Ability to assist with the teaching of German an advantage.) A reasonably young person who will participate fully in all aspects of the life and activities of the School is required. DES Scale 1 will be paid for suitably qualified candidates.
For a married teacher a Boarding School Allowance of £640 per annum is paid for boarding duties. The teacher would be attached to a Boys' Boarding House and required to perform the duties of Assistant Housemaster. A good 4-bedroomed house would be available [illegible]
[illegible] For a single teacher a Boarding [illegible] would be required to occupy free accommodation in a Boys' Boarding House. Free board and laundry is provided in term time.
For further particulars and form of application please apply to the Headmaster, Royal Hospital School, Ipswich [illegible] and addressed foolscap envelope to whom completed applications should be returned as soon as possible.

WILTSHIRE
EDUCATION COMMITTEE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 7HD
Required from January, 1977, if possible,
A TEACHER of GERMAN (Scale 1) required for a permanent appointment in this 11 to 16 comprehensive school for 1,300 boys and girls. German is taught throughout the school up to C.S.E., "O" and "A" levels. There is a language-audio complete laboratory and audio-visual rooms.
[illegible] names and addresses of two referees.

SURREY
COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY
★ Generous relocation expenses in approved cases.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

COBHAM, ST. ANDREW'S C. OF E. SECONDARY
HEAD of ENGLISH, Scale 2 or 3. To teach to G.C.E. "O" Level. Scale 3 for additional duties of Year Tutor.
Telephone Cobham 2512.

CRANLEIGH, GLEBELANDS COUNTY SECONDARY
BOYS' CRAFT Teacher to offer at least two of WOODWORK/METALWORK/TECHNICAL DRAWING/PLASTICS. Scale 2.
Telephone Cranleigh 5248/9.

GODALMING, BROADWATER COUNTY SECONDARY
BIOLOGY Teacher, Scale 2.
HEAD of MUSIC. Scale 3.
Telephone Godalming 22186.

REDHILL, ST. BEDE'S SCHOOL
HEAD OF DESIGN STUDIES. Scale 3. Candidates should have suitable experience and good organising ability. Opportunities for initiating courses. New craft rooms with good facilities.
Telephone Redhill 63780.

WARLINGHAM COUNTY SECONDARY
METALWORK/WOODWORK. Scale 2 to work as one of a team in the Technical Studies Department.
Telephone Upper Warlingham 4067.

SCALE 1 POSTS

COMPREHENSIVE

FARNHAM, WEYDON COUNTY SECONDARY
MUSIC Teacher required.
Telephone Farnham 6209.
Further details available from the Head where the telephone number is shown. Application forms available on receipt of a stamped addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.

Music

Heads of Department

GLOUCESTERSHIRE
BROCKWORTH SCHOOL
(Headteacher)
11 to 18 Comprehensive
(1,100 on roll)
Required for Spring term HEAD of MUSIC, Scale 3.
A chance for an enthusiast to develop a strong department.
Send stamped addressed envelope for application form and details to the Headmaster, Brockworth School, Mill Lane, Brockworth.

HILLINGDON
(London Borough of)
TOWNFIELD SCHOOL
Central Avenue, Hayes, Middlesex UB3 2DH
Headmaster: R. L. Warren, B.Sc.
Required for January 1977, HEAD of MUSIC, Scale 3. A teacher of *energy, imagination and leadership* is required. A number of peripatetic Music instructors visit the school and the successful candidate would be expected to develop the Music Department to play a major role within the school.
Apply in the first instance by *letter* to the Headmaster giving the names of two referees.
London Allowance payable. 75 per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
INSTRUMENTAL MUSIC SERVICE
HEAD OF STRINGS SECTION
Applications are invited from instrumental teachers for the important post of HEAD of the STRINGS SECTION within the Peripatetic Staff. Qualifications and experience in stringed instrument playing are required.
The Head of the Strings Section will work as a member of the Authority's team under the direction of the Head of Instrumental Music who is in turn responsible to the Music Advisor. He or she will have considerable responsibility for encouraging and fostering instrumental playing in this field. The post carries a Scale 3 allowance. The person appointed will be expected to drive a car for which a suitable allowance will be paid.
Closing date 29th October, 1976.
For further particulars of the post please write to the Chief Education Officer (SO/2/T), Wakefield Offices, 8 Bond Street, Wakefield or Telephone Wakefield 70211, Ext. 8114.

Other Posts on Scale 2 and above

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
Scale 2 post.
A VIOLIN TEACHER is required in the East Riding division from January, 1977, or as soon as possible afterwards, to teach in schools in the Willerby area.
Application forms and further details are available from the Divisional Education Officer, Divisional Education Office, Manor Road, Beverley, to whom completed forms should be returned by November 1, 1976.

SANDWELL
(Metropolitan Borough of)
Required for January, 1977, PERIPATETIC INSTRUMENTAL TEACHER to teach CELLO. The salary will be in accordance with Scale 2 and a mileage allowance is payable. Applications from unqualified persons with suitable experience will also be considered.
The person appointed will be part of a team of teachers working within the Authority's scheme for instrumental instruction under the supervision of the Music Adviser. The post will involve playing in the staff orchestra, which gives concerts in schools, and working with ensembles in the Authority's Music Centre.
Apply as soon as possible to the Director of Education, Education Offices, P.O. Box 41, High Street, West Bromwich, West Midlands.

STAFFORDSHIRE
EDUCATION COMMITTEE
NETHER STOWE COMPREHENSIVE SCHOOL
St. Chad's Road, Lichfield
Required for January 1, 1977, or as soon as possible thereafter, an experienced TEACHER of MUSIC to take charge of this subject which is taught throughout the school to "A" Level. The school has a well-equipped Music suite, two flourishing choirs and an orchestra. A Scale 3 post is available for a suitably qualified and energetic candidate.
Application forms obtainable from and returnable to the Head Teacher (stamped addressed envelope).

Scale 1 Posts

EAST SUSSEX
COUNTY MUSIC CENTRE
Qualified PERIPATETIC TEACHERS of CLARINET and VIOLIN/VIOLA
Two posts.
Required to teach individuals and groups in Primary and Secondary Schools in the Hastings Area. The clarinet post to commence as soon as possible and the violin/viola post to commence from January 1977.
Burnham Scale salary. Travelling allowances.
Ability to drive a car essential.
Relocation grant is available in approved cases.
Further particulars and application forms from the Chief Education Officer, P.O. Box 4, County Hall, St. Anne's Crescent, Lewes. [illegible]

HILLINGDON
(London Borough of)
TOWNFIELD SCHOOL
Central Avenue, Hayes, Middlesex UB3 2DH
Headmaster: R. L. Warren, B.Sc.
Required for January 1977 [illegible]
[illegible]
Apply in the first instance to the Headmaster giving the names of two referees.
London Allowance payable. 75 [illegible] be possible.

LONDON, S.W.20
URSULINE CONVENT
17 The Downs, Wimbledon SW20 8HR
(Girls Comprehensive High School, 11 to 18, 900 plus on roll)
Required January; part-time to TEACH of MUSIC, including examination work and/or orchestra.
Please apply to the Headmistress with testimonials and stamped addressed envelope for acknowledgement, giving the names and addresses of two referees and stating any other subject offered.

NEWHAM
(London Borough of)
COMPREHENSIVE SCHOOLS
(Scale 1 posts)
FOREST GATE SCHOOL
Forest Street, London E7 0HR
(Roll: 1,010)
Headmaster: Mr. F. G. Dipstale, M.A.
Required January, 1977, or as soon as possible:
TEACHER of MUSIC. Initially with first and second year groups. Well-equipped and pleasant music room. Instrumental instruction is given by staff from the Newham Academy of Music.
Scale 1 post, Scale 2 post and above for suitably experienced teacher.
Burnham Scales, plus London Allowance £402, plus Social Priority Allowance, £201 or £276.
Please apply direct to Head Teacher at the school. Tel: 01-534 [illegible]

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
HENRY GOTCH SCHOOL
Deeble Road, Kettering, Northants
Required as soon as possible a TEACHER for FRENCH and MUSIC. The weekly allocation of time to both subjects would be nearly equal. Audio-visual method is used for French.
In September 1976 the school took in its first fully comprehensive entry and will develop into an 11 to 18 comprehensive school (roll 1,650).
Applications from newly qualified teachers welcomed.
Application forms and further details from the Headmaster (stamped addressed envelope, please).

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
THORNES HOUSE SCHOOL
Wakefield WF2 8PW
Required for January or April, 1977, a TEACHER of MUSIC, Scale 1 (Scale 2 possible for an applicant with appropriate experience and qualifications). The school is a 13 to 18 Comprehensive School with 1,180 students. Courses in music, as in other subjects, lead to C.S.E., "O" level and "A" level examinations.
Further details and application forms may be obtained from the Head Master at the School (Tel. Wakefield 72681), and should be returned to him there as soon as possible.

YORKSHIRE
ACKWORTH SCHOOL
Ackworth, Pontefract West, Yorkshire
In January, but appointment may be delayed for right applicant, a fully qualified TEACHER of MUSIC at this Co-educational Boarding School of 450 pupils (11-18). Fully staffed strong department. Violin Viola teacher together with some classwork. "O" and "A" examinations taken.
Applications with full details to the Head of the school, or telephone Hemsworth 611251 (evenings) for further details.

Pastoral

Other Posts on Scale 2 and above

DONCASTER
EDUCATION COMMITTEE
HAYFIELD COMPREHENSIVE SCHOOL
Hurst Lane, Auckley, Doncaster DN9 3HG
Telephone Doncaster 770589
Required for January, 1977:
YEAR TUTOR
Scale 3
Experienced TEACHER required to undertake duties of Fourth Year Tutor (alternating Fifth Year Tutor). These include Pastoral Care, day-to-day year group organisation and control and general guidance to individual pupils.
The appointed person will be expected to teach his or her own subjects specialisms.
Hayfield School is an 11-18 Comprehensive School of some 1,170 pupils, opened in new buildings on a rural site between Bawtry and Doncaster, in 1971.
Please apply direct by letter together with a full curriculum vitae (to include the names of two referees), to A. Storey, B.A., Headmaster, at the above school.
Closing date 30th October, 1976.

Physical Education

Heads of Department

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6SQ
(Co-educational Comprehensive of 1,400)
Required in January:
HEAD of GIRLS' PHYSICAL EDUCATION (Scale 3)
An enthusiast is sought to take charge of a well-established department. Extracurricular activities flourish. Excellent facilities including a running track.
The successful applicant will be expected to act as a tutor to a mixed ability tutor group within a well established house system.
Applications by letter enclosing curriculum vitae, the names of two referees and four 6½p stamps to the Headmaster at the school within seven days.

HERTFORDSHIRE
RICKMANSWORTH SCHOOL
Scots Hill, Croxley Green
(Roll 1,083, 218 in Sixth Form, mixed all-ability)
Required January, HEAD of GIRLS' PHYSICAL EDUCATION Scale 3, [illegible] fringe allowance £180. Games including netball, hockey, tennis, rounders, swimming (new indoor pool). Some senior girls do social services.
Apply by letter (no forms) to Head with full details, age, qualifications, referees, testimonials and telephone numbers.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE SCHOOL FOR GIRLS
Buckland Lane, Maidstone, Kent
[illegible] PHYSICAL EDUCATION Specialist [illegible]

[illegible] be Head of Department. Scale 3. The subject is [illegible] throughout the school with a [illegible] system of options in fifth and sixth years. There is a well-structured and [illegible] pattern of team work. Apply to Headmistress.

Other Posts on Scale 2 and above

DERBYSHIRE
EDUCATION COMMITTEE
DARWIN SCHOOL
St. Andrews View, Derby
HEAD of GIRLS' PHYSICAL EDUCATION DANCE, Scale 2, for January.
Apply direct to the Headmaster of this 11-14, mixed, comprehensive, giving names of two referees.

DUDLEY
METROPOLITAN BOROUGH
THE EARLS HIGH SCHOOL
Grammar School Lane, Halesowen, West Midlands B63 3SL
(13-18 co-educational comprehensive: 800 on roll)
Required for January 1977, or earlier, TEACHER to take charge of GIRLS' PHYSICAL EDUCATION (Scale 2). Willingness to assist with [illegible] would be a recommendation.
Apply to Headmaster as soon as possible giving full details and naming two referees.

HAMPSHIRE
NORTH-WEST AREA
CRANBOURNE SCHOOL
Wessex Close, Basingstoke, Hants.
11-16 Comprehensive [illegible]
Required for January or April, TEACHER to take charge of GIRLS' PHYSICAL EDUCATION, Scale 2.
Further details may be obtained from the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ROCHESTER GRAMMAR SCHOOL
(700 girls)
Maidstone Road, Rochester, Kent ME1 3BY
Required for January, 1977, specialist TEACHER of PHYSICAL EDUCATION. Candidates are requested to say [illegible] special interests within the range of activities. An experienced candidate would be considered for a Scale 2 post.
Applications to the Headmistress at the school to include curriculum vitae, copies of testimonials and addresses of two referees.

Scale 1 Posts

BARKING
(London Borough of)
EASTBURY COMPREHENSIVE SCHOOL
Dawson Avenue, Barking
(Roll 1,180)
Required January 1977 TEACHER of BOYS' PHYSICAL EDUCATION to teach throughout the school. Special interests in rugby, gym or swim an advantage.
Scale 1 plus £402 London Allowance and social priority allowance. Reimbursement of removal expenses in approved cases.
Letters of application giving details of qualifications, experience and the names of two referees to the Headmaster at the school as soon as possible.

BERKSHIRE
CHARTERS SCHOOL
CHARTERS ROAD, SUNNINGDALE
(Comprehensive mixed 11-18, 1,000), required from 1st [illegible] 1977,
ASSISTANT TEACHER for Girls' PHYSICAL EDUCATION throughout the school. Temporary or permanent appointment.
Ability to teach Biology or interest in extra-mural activities welcomed.
London Weighting £150 per annum.
Assistance with removal expenses in approved cases.
Forms and further details from Head (SAE).

BROMLEY
BROMLEY HIGH SCHOOL
G.P.D.S.T.
Blackbrook Lane, Bromley, Kent BR1 2TW
PHYSICAL EDUCATION TEACHER required immediately, to assist with hockey and netball only, in [illegible] tennis mainly, but interest in athletics and rounders would be an advantage.
Please apply [illegible] giving details of [illegible] and names and addresses of two referees.

BURY
(Metropolitan Borough of)
ST. GABRIEL'S R.C. SECONDARY SCHOOL
Bridge Road, Bury BL9 0TZ
Number on roll 850
Required for January 1, 1977 (Scale 1) for TEACHER of PHYSICAL EDUCATION.
Application forms and further details obtainable from and returnable to the Head Teacher by October 29, 1976.

BURY
(Metropolitan Borough of)
DERBY BOYS' COUNTY SECONDARY SCHOOL
Hoys Road, Prestwich M25 5JF
No. on roll: 450
Required for 1st January 1977, TEACHER (Scale 1) for BOYS' PHYSICAL EDUCATION/GAMES. Ability in Science an advantage but other subjects considered.
Application forms and further details obtainable from and returnable to the Head Teacher at the school by the 5th November 1976.

ESSEX
COUNTY COUNCIL
WILLIAM EDWARDS COMPREHENSIVE SCHOOL (11 to 18)
(Roll 1,164)
Stifford Clays Road, Grays, Thurrock RM16 3NJ
Telephone Grays Thurrock 79813/5
GIRLS' PHYSICAL EDUCATION
Required for January 1977 [illegible] To teach the full range of activities but a special interest in DANCE and GYMNASTICS an advantage.
Situated at the northern extremity of Thurrock, a mixture of urban and rural areas of mixed owner occupied and council housing with small villages of Orsett and [illegible].
Application forms and further particulars may be obtained from the Head [illegible] school to whom completed application forms should be returned.

SECONDARY
Physical Education
continued

HAMPSHIRE
NORTH EAST AREA
HERON WOOD SCHOOL
Fernhill Road, Aldershot
Comprehensive Boys (11-16)
Number on roll 1,050
Required for January, 1977, Scale 1 post—TEACHER of PHYSICAL EDUCATION, to teach full range of physical education activities and games including Rugby Football.
Please write to the school giving *curriculum vitae*, together with names and addresses of two education referees. Further details obtainable from the Head. Assistance with removal expenses in approved cases.

LONDON, S.W.1
GREY COAT HOSPITAL
Greycoat Place, Westminster
(Voluntary aided Church of England grammar school: 650 girls)
Required for January, qualified ASSISTANT to work in the PHYSICAL EDUCATION DEPARTMENT part-time (2½ days) for two terms. Must be able to offer gymnastics, hockey, netball and preferably dance.
Apply by letter, to the Headmistress, as soon as possible, sending curriculum vitae and names of two referees.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
GOSFORTH HIGH SCHOOL
Required for January, 1977, or as soon as possible thereafter, a GIRLS' PHYSICAL EDUCATION TEACHER, Scale 1, for half a timetable of Girls' Physical Education and half of some other subject(s) in this mixed Comprehensive High School for 13 to 18 years age range.
Further details from the Headmaster, Gosforth High School, Knightsbridge, Gosforth, Newcastle upon Tyne NE3 2JH, on receipt of a foolscap stamped addressed envelope.

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
KASKENMOOR SCHOOL
Roman Road, Oldham
Required for January, 1977, at this 11 to 18 mixed comprehensive school of about 1,300 pupils. Scale 1 TEACHER of GIRLS' PHYSICAL EDUCATION for temporary appointment to August 1977.
Send foolscap stamped addressed envelope for application form to Director of Education, Education Offices, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP, returnable to him immediately.

SANDWELL
(Metropolitan Borough of)
DARTMOUTH HIGH SCHOOL
Wilderness Lane, Great Barr, Birmingham, B43 7SD
Required for January, 1977,
A TEACHER for BOYS' PHYSICAL EDUCATION (Scale 1). Extremely good Physical Education accommodation.
Applications, by letter, giving full curriculum vitae and the names of two referees. Reply as soon as possible, to the Head Teacher at the school.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
BERRY HILL HIGH SCHOOL
(R. K. Powell)
Arbourfield Drive, Bucknall
Stoke-on-Trent
Group 10
(Number on roll 792)
Age-range 12-16 years
TEACHER of BOYS' PHYSICAL EDUCATION to serve as second in department which has excellent facilities. An interest in swimming is necessary. An ability to undertake some biology teaching and Rugby coaching would be helpful but is not essential.
CARMOUNTSIDE HIGH SCHOOL
(N. Hall)
Beard Grove, Abbey Hulton
Stoke-on-Trent
Group 9
(Number on Roll 559)
Age-range 12-16 years
TEACHER of PHYSICAL EDUCATION (Boys'), Scale 1. A wide range of activities is undertaken within the Department including the Duke of Edinburgh Award Scheme. The person appointed would be expected to take on considerable departmental responsibility and assist with the school teams.
Applications are invited for the above appointments which are vacant from January, 1977. Forms of application for these appointments and further particulars, where applicable, are obtained from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before 8th November, 1976.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
NORTHERN AREA
CHELL HIGH SCHOOL
(H. Jones)
St. Michael's Road, Chell
Group 8
Number on roll 661
Age-range 12-16 years
TEACHER for GIRLS' PHYSICAL EDUCATION and HISTORY. The school has a well established Physical Education Department and the person appointed will be second in the department. The school has good facilities including gymnasium, playing fields and a swimming bath. Applicants must have good qualifications in this subject.
Applications are invited for the above appointment which is vacant from January, 1977. Forms of application for this appointment and further particulars, where applicable, are obtained from the Head Teacher at the school. Unless otherwise stated completed forms to be returned to the Head Teacher at the school on or before 8th November, 1976.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
KETTLETHORPE HIGH SCHOOL
Standbridge Lane, Wakefield
Mixed 13 to 18 Comprehensive
(900 on roll)
Required for January, 1977, or as soon after as possible, a TEACHER of GIRLS' PHYSICAL EDUCATION with subsidiary ENGLISH.
A temporary or part-time appointment for one term would be considered. This expanding school is housed in modern buildings on an attractive site three miles south of the city centre.
Application forms (to be completed and returned as soon as possible) and further details can be obtained from the Headmaster at the school.

WILTSHIRE
SALISBURY, ST. EDMUND'S GIRLS' C.E. (CONTROLLED) SECONDARY MODERN SCHOOL
Laverstock
(Number on roll 680)
Required for January, 1977, a TEACHER for PHYSICAL EDUCATION. The successful applicant should be able to offer a range of activities, including trampolining, netball and swimming. The school has a fully equipped gymnasium and part use of a sports hall, and there are excellent playing fields. The person appointed would be expected to play a full part in the work of the department and of the school.
Application forms, on receipt of a stamped addressed envelope, from the Headmistress, Mrs. [illegible], at the school.

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.
Inner London Area Payment (£402 per annum) is in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of *obligatory expenditure such as change of electric or gas* services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up an appointment. In addition, a separation allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London. This allowance may *be paid for a period not exceeding six months.*
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

ENGLISH

Scale 1 Posts

ROAN SCHOOL
Maze Hill, Blackheath, London, SE3 7UD
Voluntary aided grammar school roll: 600 boys, 11 to 18 years
The school is situated close to Blackheath and overlooking Greenwich Park.
Required immediately:
A part-time (16 hours a week) qualified teacher of English, preferably a graduate. Some "O" and "A" level work is available for a suitably qualified candidate.
Applications (no forms) should be sent to the Headmaster, stating names of two referees.

SIR WALTER ST. JOHN'S SCHOOL
Battersea High Street, Battersea, SW11 3JB
Tel.: 01-228 1089
Roll: 563 boys, 11 to 19 years
Headmaster
The school is at present a voluntary controlled grammar school, but it will develop as a five-form entry boys' comprehensive school, taking its first all ability intake in September 1977.
Required for January 1977:
A part-time (0.8) teacher of English. The appointment will be temporary in the first instance. English courses lead to "O" level in Language and Literature, and to "A" level in Literature. A suitable candidate may be offered sixth form teaching. Apply in the first instance by writing to the headmaster giving brief details of career and the names and addresses of two referees. Applicants are welcome to visit the school.

HOME ECONOMICS

Head of Department

TOWER HAMLETS SCHOOL FOR GIRLS
Richard Street, Commercial Road, E.1 2JP
A school for 1,000 girls, purpose built and standing in its own grounds.
Applications are invited for a Head of all aspects of the Home Economics department, Scale 4. Responsibilities will include coordinating the work of five Housecraft and three Needlecraft rooms, liaising with the Science and Art Departments and developing the already established Child Care course. The structure of the school provides for a Head of Needlework and a Head of Housecraft, Scale 3.
Applications obtainable from the Head, Daphne Gould. Candidates are welcome to visit the school. Telephone: 01-790 6327.

MATHEMATICS

Post of Responsibility

SHELBURNE SCHOOL FOR GIRLS
Hornsey Road N7 7DW
Tel.: 607 7212
Roll: 800 girls
Required—Mathematics Teacher (scale 3) as second in department, with responsibility for Lower School Mathematics.
The successful candidate would join a young and enthusiastic department, which is in the process of developing new courses to meet the needs of its pupils. This is an excellent opportunity for an experienced teacher who can contribute to such development.
Mathematics is taught in mixed ability groups of 30 in year 1 and banded groups in years 2 to 5. The department also makes provision for an expanding 6th Form.
This is a well disciplined school. Please telephone for application forms, further details, or to arrange a visit. (607 7212)

Scale 1 Posts

BROCKLEY COUNTY SCHOOL
Hilly Fields, SE4 1UE
Reorganised grammar school with first year pupils of mixed ability this year. Required as soon as possible, a part-time teacher of Mathematics, 2, one whole day or two half days.

KIDBROOKE SCHOOL
Corelli Road, London
SE3 8LP
Tel.: 01-856 2211
Roll: 13 form entry girls, age 11 to 18 years
Required for January:
Teacher for mathematics (Scale 1). The successful candidate will be required to teach S.M.P. to C.S.E. level as well as small groups of girls with particular difficulties in mathematics in the lower part of the school. Interest in mixed ability teaching desirable.

MODERN LANGUAGES

Post of Responsibility

DICK SHEPPARD SCHOOL
Tulse Hill, SW2 2QA
Tel.: 01-674 9431
Roll 1,700 girls and boys, 11 to 18 years; Comprehensive
Headteacher: Mrs. M. B. Broadley, F.T.C., L.G.S.M.
The school has been re-organised as an 8-form co-educational comprehensive with a temporary enlargement by amalgamation with the Strand Boys School from September, 1976.
We are at present re-assessing the programmes of work the Modern Languages Department contribute to the curriculum. There is a vacancy as second in the Department (Burnham Scale 3) which would appeal to a candidate, seeking promotion and who feels that they have ideas which they would like to see explored. If you are interested in this post we would be pleased to welcome a visit from you.

PHYSICAL EDUCATION

Head of Department

ST. AUSTIN'S BOYS' SECONDARY SCHOOL
Highcombe, Charlton, S.E.7
Tel.: 01-858 3032
Roll: 500 boys, 11 to 19 years
Headmaster
Required for January, 1976:
Head of Physical Education (Scale 3). Catholic teacher preferred. The department has fine traditions and a generous allocation of staff and time is made.
The successful applicant will join a united staff in a school where every support is given to good discipline and high standards.
Visits to the school are welcome. Please write to the headmaster or telephone the school.

Scale 1 Posts

ST. AUSTIN'S BOYS' SECONDARY SCHOOL
Highcombe, Charlton, S.E.7
Tel.: 01-858 3032
Roll: 500 boys, 11 to 19 years
Headmaster
Required for January, 1976:
Teacher for Physical Education. Catholic preferred.
The department has fine traditions and a generous allocation of staff and time is made.
The successful applicant will join a united staff in a school where every support is given to good discipline and high standards.
Visits to the school are welcome. Please write to the headmaster or telephone the school.

RELIGIOUS EDUCATION

Head of Department

DEAUVOY SENIOR BOYS' SCHOOL
[illegible] SE11 [illegible]
Tel.: 01-730 3108
Roll: 1,000 boys
Headmaster
Required as soon as possible:
An experienced teacher as Head of Religious Education (Scale 3). Special priority allowance payable. Applicants welcome to visit the school. Vacancy due to promotion of present holder of this post.

REMEDIAL WORK

Scale 1 Post

NORWOOD SCHOOL
Crown Dale, SE19 3NP
Tel.: 01-670 4312
Roll: 1,320 girls, 11 to 19 years
Comprehensive
Headmistress
Required as soon as possible:
Teacher of Geography and General Subjects for slow learning pupils in Upper School (14 to 16 year old). Temporary appointment in first instance. Apply Headmistress.

SCIENCE

Post of Responsibility

CENTRAL FOUNDATION GIRLS' SCHOOL
31 Bow Road, London, E.3
Required for January, 1977, in *this newly formed comprehensive* school of 970 girls, a Physics teacher (Scale 3) to be second in charge of the Science department, with overall responsibility for S.C.I.S.P. which is taught in the Fourth and Fifth years. The Science department is young and enthusiastic, there are eight newly equipped *laboratories and four technicians*. The person appointed will teach A level Physics.
Please apply to the Head Mistress for an application form, or telephone the school office on 01-981 1131.

Scale 1 Post

NEW COMPREHENSIVE SCHOOL
formed by the amalgamation of Clapham County School, Broomwood Road, S.W.11, and Marianne Thornton School, Clapham Common, West Side, S.W.4.
(Split site but only 7 minutes walk apart)
Tel.: 01-228 3361
Roll: 6-form entry, 11 to 19 girls
Graduate required January, 1977:
A Botanist/Zoologist specialist (Scale 1) who would also take "O" Level/C.S.E. Biology, also Nuffield Combined Science with 1st and 2nd years. Greenhouse available. Stable and popular department with Technical help available. Form and details from the Headmistress Miss J. A. Tilghs, B.A., at Marianne Thornton School, Clapham Common, West Side, S.W.4.

ST. VERONICA'S R.C. GIRLS' SECONDARY SCHOOL
Flint Street SE17 1QB
Tel.: 01-703 4726
(680 girls 11 to 18 years. Secondary, Headmistress)
(H.P.A. and A.T.)
Experienced qualified Science teacher required November, 1976. *Temporary post until Easter 1977.* Apply to the Headmistress.

TECHNICAL STUDIES

Post of Responsibility

THOMAS CALTON school
Adys Road, S.E.15
Tel.: 01-732 9836
Roll: 880 boys and girls, 11 to 18
Headmaster: Ron Pepper
Required January 1st, 1977, or as soon as possible after:
and in Design and Technology Department (Scale 3), S.P. Allowance. Vacancy due to promotion. We are looking for an energetic, experienced, lively minded teacher to join our Design and Technology Department to help in the forward planning and involvement of the key department in the work of the school. Subjects include technical drawing, metalwork and woodwork, whilst opportunities for diversification are under active consideration.

OTHER POSTS

Scale 1 Post

THOMAS CALTON SCHOOL
Adys Road, S.E.15
Tel.: 01-732 9836
Roll: 880 boys and girls, 11 to 18
Headmaster: Ron Pepper
.5 Integrated Studies. The successful applicant will be responsible for the integrated studies programme for a first year class and for the teaching of that programme. He or she will be expected to work as part of a lively and enthusiastic team and to join in the weekly planning meetings for that programme.
Integrated Studies takes up half the timetable during the first two years in the school. The integrated Studies teacher plays a major pastoral role, *therefore*, in the education of the pupils. French teaching is done during integrated studies time and it would be desirable, though not necessary, for the applicant to be prepared to take on this responsibility. Under the guidance of the French department. Visits can be arranged by telephoning the Head.

PRIMARY SCHOOLS

SETRA INFANTS SCHOOL (S.404) Please see separate display advertisement.

Deputy Headships

ST. MATTHEW'S WESTMINSTER CHURCH OF ENGLAND (J.M. and I.) SCHOOL
16-18 Old Pye Street, S.W.1
Tel.: 01-222 4870
Deputy Head (Group 4) required as soon as possible: experienced, enthusiastic teacher who is interested in all aspects of education. Application form and further details from Headmistress.

ST. PETER'S CHURCH OF ENGLAND (J.M. and I.) SCHOOL
Liverpool Grove, S.E.17
Group 4
Deputy Head required as soon as possible. Applicants should be communicant Anglicans and willing to take a class of *middle juniors* for the time being. Needlework and Girls' Games an advantage. The school is housed in an old building but has proud traditions and a long waiting list. Enquiries and visits welcomed. Tel.: 01-703 4881.

Posts of Responsibility

BOLINGBROKE INFANTS SCHOOL
Bolingbroke Walk, Westbridge Road, S.W.11
Tel.: 01-228 0770
Required in January, 1977:
Teacher with several years' experience for Scale 2 post with responsibility for Mathematics throughout the school, to replace very experienced teacher who is retiring. Successful applicant will not have class responsibility for the next two terms at least.
Please apply to the Headmistress for application form.

CONWAY (JUNIOR MIXED) SCHOOL
Gallosson Road, Plumstead SE18 1QY
Tel.: 01-854 2665
(Headmaster)
Young enthusiastic teacher required in January, 1977, to organize and develop Physical Education and Boys' games in a friendly cooperative school (Scale 2). Holder moved abroad. Visits welcomed.

LARMENIER R.C. INFANTS' SCHOOL
41 Church Lane, Hammersmith W6 8HB
Tel.: 01-748 9441
Roll: 210 children, 3 to 7 years
Headmistress: Sister Louis Marie
Required for January:
Scale 2 teacher, with responsibility for R.E.
Visits welcomed. Application forms from Headmistress.

MIDDLE PARK (J.M.) SCHOOL
Middle Park Avenue, S.E.9
Tel.: 01-850 4001
Required, January, 1977: A class teacher to be responsible for the development of music throughout the school (Scale 2). Visits to the school welcomed.

SURREY SQUARE INFANTS SCHOOL
Surrey Square, London SE17 2JX
Teacher required to be responsible for art craft and display throughout the school. Scale 2 post. Visits welcomed.

SURREY SQUARE INFANTS SCHOOL
Surrey Square, London SE17 2JX
Teacher required to be responsible for curriculum development in the teaching of reading and language. Teaching language resources room already in operation. Scale 2 post. Visits welcomed.

Scale 1 Posts

ECCLESBOURNE (J.M.I.) SCHOOL
Ecclesbourne Road, Islington, N.1 (near Essex Road underground station)
Headmaster
Tel.: 01-226 6252
Required as soon as possible part-time teacher (.5—mornings only) experience in remedial reading and language field essential.

JOHN BURNS PRIMARY SCHOOL
Wycliffe Road, S.W.11
Tel.: 01-228 3857
Required as soon as possible:
Part-time (0.4) teacher to help with the Musical Development of our younger children. Ability to play the piano an advantage. Visits welcomed by the Head (Mrs. Singleton).

SIR THOMAS ABNEY (J.M.) SCHOOL
Bethune Road, N.16
Tel.: 01-800 1555
Required as soon as possible: Part-time teacher (0.6) and part-time teacher (0.4) for work throughout the school.
Further details and application form from the headmaster.

ST. MARY'S SCHOOL
Bryanston Square, Enford Street, London, W.1
Tel.: 01-262 4233
Required January:
Part-time teacher (0.3) interested in *teaching, Mathematics* with groups of children throughout the Junior School. Telephone enquiries and visits welcomed by the Headmistress.

TEACHERS' CENTRES

BILINGUAL EDUCATION PROJECT
34 Aberdeen Park N5 2BL
(Centre for Urban Educational Studies). Project Tutor (Part-time up to 15½ hours).
Tel.: 01-226 8137
A pilot project for the development of multi-lingual learning material is being established at this centre under Urban Programme 14. The material is intended for the use of secondary pupils whose mother tongue is not English.
A part-time tutor is required, with successful experience in multilingual classes in secondary schools to initiate the project. Experience in the design of individualised learning material and an interest in the mother-tongues of ethnic minorities is an advantage.
The post is for two years. Salary equivalent to Burnham Scale 1 (£1,768 to £3,000) with Inner London allowance of £402 a year.
Forms of application and further particulars may be obtained from and returned to The Education Officer (EO/TS), Room 67, County Hall SE1 7PB.
Tel. 01-633 7427.
Forms to be returned as soon as possible.

SPORTS CENTRES

GORESBROOK SCHOOL SPORTS CENTRE
Goresbrook Road, Dagenham, Essex
Educational Supervisor.
Applications are invited from qualified teachers for appointment to the above post on salary scale £3,000 to £3,324, plus Extra London allowance. The appointment will be from 1 January 1977. Applicants should be qualified physical educationists who have had experience in secondary school—preferably as a head of department. The centre's facilities are used by several East London *secondary schools* for their games programmes, and the Supervisor will be responsible for the day to day running of the centre. Some Saturday and evening work will be included.
Application forms obtainable from and returnable to the Education Officer (Secondary 6), Room 282, County Hall, SE1 7PB. Closing date for receipt of applications: two weeks from the date of this issue.

LANGUAGE CENTRES

UNIFIED SERVICE FOR THE TEACHING OF ENGLISH TO PUPILS FROM OVERSEAS
Two teachers, Scale 1, are required in January 1977 at the following Language Centres.
Harry Gosling Primary School, Henriques Street, E.1.
Gifford Park School, Gifford Road, N.16.
The teachers will be required to teach non-English speaking pupils of secondary school age and should have general teaching experience in secondary or primary schools and training in teaching English as a Second Language.
Applications and further particulars from EO (S2 EN/SC) County Hall, Room 67, SE1 7PB, tel. 01-633 7427, to be returned within two weeks of the appearance of this advertisement.

SPECIAL EDUCATION

DAY SCHOOLS

WILLOWFIELD S. AND P. SCHOOL
Culcombe Road, Camberwell, SE5 9RT
Tel.: 01-274 4472
Maladjusted pupils, all-age, mixed.
Headmaster
Group teacher required immediately to join a supportive multi-disciplinary team initially to bear joint responsibility for a small group. Applicants should be prepared to meet the varying needs of children with a wide range of attainment and emotional disturbance. Ability to offer specialist skills in Physical Education or Music would be an advantage. A visit to the school is necessary. Application forms available from the headmaster.

PHOENIX (DELICATE) SCHOOL
49 Bow Road, London, E.3
Tel.: 01-980 4730
Roll 110, mixed, 5 to 16
Required as soon as possible: An enthusiastic and energetic teacher for a group of 13 and 14-year-old boys and girls with a wide range of health, social and educational needs. A sound approach to basic skills and a knowledge of remedial work is important. In addition there is opportunity to develop personal interests in curricula.

BOARDING SCHOOLS

PINE END SCHOOL
Colley Lane, Reigate Heath, Surrey
Tel.: Reigate 45063
Part-time teacher, 5 days per week with full extraneous duties. This is an ILEA boarding school for senior maladjusted girls. We are looking for a person who could teach general subjects and possibly [illegible] Domestic Science or Typing. [illegible] and laundry is available [illegible] charge of £471. Salary Scale 1 with Special Schools Allowance and Inner London allowance [illegible] plus £201 p.a. non-superannuable allowance 15 hours a week (average in term time) approved extraneous duties.
Application forms and further details from the Headmaster.

OTHER APPOINTMENTS

HOME TUITION UNIT
43 Northchurch, Dawes Street, S.E.17
Required for January, 1977, or sooner:
A teacher in charge of this Home Tuition group, for secondary (16 and under) aged who are temporarily unsuited for school owing to previous experience with disadvantaged or difficult children is essential. Ability both to work co-operatively with care staff and to be resourceful as a teacher also required. Salary scale 4 but special allowance [illegible] payable. Application forms from the Education Officer, EO/S, [illegible], County Hall, SE1 7PB, to be returned within 14 days of this advertisement.
Tel.: 01-633 2148

SECONDARY
continued

Religious Education

Other Posts on Scale 2 and above

HAMPSHIRE
FAREHAM/GOSPORT AREA

RAY MILL SCHOOL
Elmore Lane, Alverstoke
Gosport, PO12 2QP
(11-18 mixed Comprehensive
1,200 on roll)

RELIGIOUS STUDIES TEACHER to work, initially, mainly in first three years and to take charge, under Head of Department, of work in Lower School. Scale 2.

Please write to School, giving curriculum vitae and names and addresses of two referees. Further details from Head. Assistance with removal expenses in approved cases.

Scale 1 Posts

DORSET
AMPHITHEATRE SECONDARY
HILL MANOR GIRLS' SCHOOL
(Raised to A-Level, Portsmouth Area)
Required January, 1977
TEACHER of RELIGIOUS STUDIES, able to teach a broad modern course and with an interest in health and social education.
Assistance with removal and lodging expenses.
Application forms from Headmistress, quoting number of stamped addressed envelope.

HAVERING
(London Borough of)
THE CAMPANY AND
COLLINS SCHOOL
Gidea Park, Romford, Essex
(Comprehensive; 11-18; 6th form entry; mixed)
Required for January, or earlier if possible, qualified GRADUATE to teach throughout the school, including CSE and O level groups.
Scale 2. Some knowledge of world religions and willingness to participate fully in school activities prerequired.

The new school buildings include excellent teaching facilities and are situated in 25 acres of ground in Hacton Country Park, but conveniently sited within easy reach of London by train.

Applications with full curriculum vitae to the Headmaster as soon as possible, naming two referees.
London allowance paid.
Help with removal expenses in approved cases.

LANCASHIRE
LAYTON HALL CONVENT
Blackpool
(Girls' grammar school; 640 pupils; 11-18; voluntary aided; RC)
TEACHER of RELIGIOUS EDUCATION required for January 1977 or earlier if possible, in this newly reconstituted 11 to 18 school. Commencing salary Scale 2 or Scale 3 post available for suitable candidate. Non-teaching Head London Allowance to be paid.

Further details and application forms from the Headmaster at the school.

Science

Heads of Department

BRENT
(London Borough of)
CARLTON HIGH (VIEWED)
Malvern Avenue, Kenton, Harrow HA3 8SU
(Mixed; 11-18; Comprehensive; 1,291 pupils; 11-18 Comp.)
Required for January 1977, HEAD of SCIENCE. Scale 4.
Vacancy due to promotion. The department has eight staff and well established and successful courses to A, O and C.S.E. including Mode 3 levels. Candidates must be suitably qualified and experienced and have proven qualities of leadership and organising ability. Drive and enthusiasm are desirable in maintaining and raising high standards of all levels of ability. Ability to teach Physics and/or Chemistry as advantage but not essential.
London allowance of £302 per annum is payable and there is a scheme for assistance with removal expenses, including boat fare etc., travelling and lodging allowances. Candidates should apply in writing to the Head of the School within 14 days giving date of leaving present qualifications, experience and references.

LEICESTERSHIRE
WYGGESTON BOYS' SIXTH
FORM COLLEGE
University Road, Leicester
(160 A50)
HEAD OF CHEMISTRY
Scale 4

Required January. GRADUATE to take charge of large well-established department. Ph.D. (London) ... and Nuffield-Foundation awardee.
Further details from the Head. Early interview by letter giving full particulars and the names and addresses of two referees. (Stamped addressed envelope).

NEWCASTLE UPON TYNE
(City of)
EDUCATION COMMITTEE
BENFIELDSIDE SCHOOL
Benfieldside Road, Blackhill
(Mixed; 11-18; 1,000)
HEAD OF CHEMISTRY
Scale 4
Required for September, 1977, a suitably qualified and experienced graduate teacher of chemistry to be HEAD of the CHEMISTRY DEPARTMENT in this county comprehensive school. This is a post of responsibility and the successful candidate will be required to be a member of the Senior Management Team.
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne NE99 1RD, should be returned to the Headmaster, Benfieldside School, Hall Road, Newcastle upon Tyne, NE17 7HX, with whom any enquiries may be made.

STAFFORDSHIRE
EDUCATION COMMITTEE
WINDSOR HIGH SCHOOL
Penkhull New Road, Wimpstone, Tunnicliffe
(Mixed; 11-18; 800)
Required for January 1977
CHEMISTRY TEACHER (Scale 2) and PHYSICS TEACHER (Scale 1) to teach Physics to O level and C.S.E. physics. This will be a permanent appointment for suitably qualified candidates. Temporary appointment would be considered.
Applications, giving curriculum vitae and names of two referees, should be sent as soon as possible to Headmaster, Windsor High School, Penkhull New Road, Stoke-on-Trent, Staffs. ST4 7LR.

BOLTON (LANCASHIRE)
(Education Committee)
HAYWOOD HIGH SCHOOL
Bradshaw Road, Haywood
(Mixed; 11-18; Comprehensive; 1,200 pupils)
Required January 1977, TEACHER of PHYSICS to teach Physics to O level and C.S.E. pupils. This will be a permanent appointment for suitably qualified candidates. Temporary appointment would be considered.
Applications, giving curriculum vitae and names of two referees, should be sent as soon as possible to Headmaster, Haywood High School, Bradshaw Road, Haywood, Bolton BL1 7JW, should be returned to the Director of Education, Civic Centre, Bolton BL1 1JW, should be returned to the Director of Education, at the address given by Monday, 1st November, 1976.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CEDAR ROAD JOHN NEALE B.C.
MEMORIAL SCHOOL
Tower Hill Road, Corby,
Northants NN18 0JF
Required for January 1977
ASSISTANT TEACHER of PHYSICS to O/C and A level work. Such a post available for suitably qualified and experienced candidate.
Applications by letter together with names of two referees invited to Headmaster.

SHEFFIELD
EDUCATION COMMITTEE
BIRCHDALE SCHOOL
Ruth Crescent, Sheffield S11 9JT
(Mixed; 11-16 Comp.)
Required for January 1977, HEAD of CHEMISTRY. Scale 4. Applications for a subsidiary appointment to Scale 3 will be considered.
Application forms are obtainable from the Head Teacher of the School, to whom they should be returned as soon as possible.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
Shefford Area
BEECH HILL HIGH SCHOOL
Chantry Road, Upton End
(Mixed; Upper Middle; 11-18; Hawks, HF3 Hawks.)
Required for January 1977, TEACHER of CHEMISTRY, for this mixed comprehensive school with 840 pupils of age range 11 to 18 yrs on roll. Scale 2 or 3 according to experience plus Social Priority Allowance.
The successful applicant would need to have a sincere understanding of the diversity presented in a multi-cultural community and be prepared to be a member of a progressive departmental team.
Further particulars relating to duties, responsibilities, salary and qualifications, experience and references should be sent to the Headmaster, Mr. S. Welch, M.A.

Required for January, 1977, BIOLOGY TEACHER.
GRADUATE BIOLOGIST required to join a team of others in the science faculty and to teach Biology to C.S.E. and G.C.E. O level pupils, together with Nuffield combined and secondary sciences. The successful candidate will be expected to contribute to well-established courses. Science Faculty members teach all ages and abilities, many of these mixed ability groups and C.S.E. and A level.
The school is a purpose built comprehensive catering for 840 pupils aged 11 to 18 living within its large socially well-mixed catchment area.
Application forms and further details are available from the Headmaster, to whom they should be returned by November 8th, 1976.

EAST SUSSEX
(Education Committee)
BEACON COMPREHENSIVE SCHOOL
Upper Dicker, Hailsham
(Mixed; 11-18; Comprehensive; 1,200 pupils; 11-18 Comp.)
Required January 1977, GRADUATE TEACHER of PHYSICS to teach Physics to O level and C.S.E. pupils. This will be a permanent appointment for suitably qualified candidates. Temporary appointment would be considered.
Applications, giving curriculum vitae and names of two referees, should be sent as soon as possible to Headmaster, Beacon Comprehensive School, Upper Dicker, Hailsham, East Sussex.

BOURNEMOUTH
(County Borough of)
EDUCATION COMMITTEE
KINGSLEIGH HIGH SCHOOL
Kingsleigh, Canford Cliffs
(Mixed; 11-18; Comprehensive; 1,200 pupils)
Required for January 1977, a BIOLOGY TEACHER qualified to teach the subject to O level and advanced levels. The appointment would be for two primary bays initially, but there is a possibility of a permanent post being available for September. The school possesses well-equipped laboratories.
London area fringe allowance of £100 in addition to Burnham salary (removal expenses up to £150 payable in approved cases.
Full particulars may be obtained from the Headmistress on receipt of stamped addressed envelope.

DONCASTER
EDUCATION COMMITTEE
EDLINGTON COMPREHENSIVE
SCHOOL
Toll Avenue, Edlington
Doncaster DN12 1HB
Tel: Rotherham 56310
Headmaster: Mr. D. S. Welch, M.A.

Required for January, 1977, BIOLOGY TEACHER.
GRADUATE BIOLOGIST required to join a team of others in the science faculty and to teach Biology to C.S.E. and G.C.E. O level pupils, together with Nuffield combined and secondary sciences. The successful candidate will be expected to contribute to well-established courses. Science Faculty members teach all ages and abilities, many of these mixed ability groups and C.S.E. and A level.
The school is a purpose built comprehensive catering for 840 pupils on the edge of open country. It draws pupils aged 11 to 18 living within its large socially well-mixed catchment area.
Application forms and further details are available from the Headteacher, to whom they should be returned by November 8th, 1976.

LEICESTERSHIRE
DAWLISH UPPER SCHOOL
AND COMMUNITY COLLEGE
Loughborough Road, Thorn,
Leicester
In the Leicestershire Plan for the Organisation of Secondary Education
(Mixed; 11-18; 1,500)
PHYSICS/MATHEMATICS
Scale 1

Required January for this developing comprehensive school in the Thurmaston area of Leicester. Applications, with the names of two referees, should be sent to the Headmaster at the above address.

RICHMOND UPON THAMES
(London Borough of)
TWICKENHAM GIRLS' SCHOOL
Middlesex Road, Twickenham
(Mixed; 11-18; Comprehensive; 1,000 pupils)
Required for January 1977, TEACHER of PHYSICS to teach Physics to O level and C.S.E. pupils.
Applications, giving curriculum vitae and names of two referees, should be sent to the Headmistress, Twickenham Girls' School, Middlesex Road, Twickenham, TW1 3DB.

HAMPSHIRE
MIDDLE WALLOP AREA
ANDOVER SCHOOL
Bolley Road, Fair Oak
Eastleigh, Hants
11-16 Comprehensive mixed
1,000 on roll

ASSISTANT for PHYSICS with interest in environmental studies.
Please write to Head giving full curriculum vitae and the names and addresses of two educational referees. Assistance with removal expenses in approved cases.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
LEOMINSTER TEC MIDSTER SCHOOL
Leominster, Herefordshire HR6 8LU
Required for 1st January 1977, a TEACHER for Lower School with PICL to CHEMICAL & SCIENCE with special interest in BIOLOGICAL SCIENCES (Scale 1).
Application forms and further details available from the Headmaster on receipt of a stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
MID HERTS DIVISION
HATFIELD GIRLS' HIGH SCHOOL
Avenue, Hatfield
Required for January 1977, a TEACHER for PHYSICS up to C.S.E. and Combined Science also in Junior forms.
Further detail, from the Headmistress, to whom applications should be sent enclosing names of two referees.

HERTFORDSHIRE
COUNTY COUNCIL
MID HERTS DIVISION
MOUNTFIELD SCHOOL
Mount Road, Potters Bar
Building of new school. Temporary accommodation required for upper school
CHEMISTRY immediately available.
Apply in writing to the Head at the school (telephone number: Potters Bar 52351).

HILLINGDON
(London Borough of)
HAYES MANOR SCHOOL
Wood End Green Road, Hayes, Middlesex UB3 4RD
(New comprehensive 1,000 mixed)
Required for January 1977,
SCIENCE TEACHER (Scale 1 to 2) with NUFFIELD COMBINED SCIENCE and CHEMISTRY to O/C and A level. An interest in integrated Science would be an advantage. The Science Department is situated in a new purpose built building and well equipped.
Assistance with removal expenses in approved cases. London Fringe Allowance £100 per annum.
Apply by letter giving curriculum vitae and the names and addresses of two referees to the Headmaster.

BRISTOL
BRISTOL GRAMMAR SCHOOL
(Independent Headmasters' Conference; 1,000 boys)
Required for January 1977, a BIOLOGIST to teach to 'A' level standard mostly by university scholars but also boys and combined Science with junior forms. Ability to help with games, C.C.F. or out-of-school activities welcomed. Scale post for suitably qualified or experienced applicant. Temporary appointment would be considered.
Applications, giving curriculum vitae and names of two referees, should be sent as soon as possible to Headmaster, Bristol Grammar School, Clifton Park, Bristol BS8 3BU.

BRISTOL
(City of)
EDUCATION COMMITTEE
REDLAND GIRLS' HIGH SCHOOL
Wellington Road, Beaconsfield, Bristol
(Voluntary Aided for Girls)
Required, immediately, a graduate BIOLOGY TEACHER qualified to teach the subject to O level and advanced levels. The appointment would be for two primary bays initially, but there is a possibility of a permanent post being available for September. The school possesses well-equipped laboratories.
London area fringe allowance of £100 in addition to Burnham salary (removal expenses up to £150 payable in approved cases.
Full particulars may be obtained from the Headmistress on receipt of stamped addressed envelope.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR GIRLS
St. James's, Dover
Required immediately, or as soon as can be arranged, for January 1977
A TEACHER to share in the teaching of PHYSICS to O level and C.S.E. pupils.
Letters of application in the first instance, giving details of qualifications and names of two referees,

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL
FOR GIRLS
St. James's, Dover
Required immediately, or as soon as can be arranged, for January 1977
A TEACHER to share in the teaching of PHYSICS to O level and C.S.E. pupils.
Letters of application in the first instance, giving details of qualifications and names of two referees,

KNOWSLEY
(Borough of)
HUYTON SCHOOL
(Mixed; Voluntary; comprehensive; 1,350 pupils; 400 in sixth)
Required for January 1977
TEACHER of BIOLOGY with a preference for a graduate who is also qualified to teach Physics, including Nuffield Combined Science.
Please apply by letter (no forms) giving full curriculum vitae and the names of two referees to the Headmaster, Preparat School, Knowsley Park Lane, Prescot, Merseyside L34 4NH, from whom further details are available.

LEICESTERSHIRE
DAWLISH UPPER SCHOOL
AND COMMUNITY COLLEGE
Loughborough Road, Thorn,
Leicester
In the Leicestershire Plan for the Organisation of Secondary Education
(Mixed; 11-18; 1,500)
PHYSICS/MATHEMATICS
Scale 1

Required January for this developing comprehensive school in the Thurmaston area of Leicester. Applications, with the names of two referees, should be sent to the Headmaster at the above address.

RICHMOND UPON THAMES
(London Borough of)
TWICKENHAM GIRLS' SCHOOL
Middlesex Road, Twickenham
(Mixed; 11-18; Comprehensive; 1,000 pupils)
Required for January 1977, TEACHER of PHYSICS to teach Physics to O level and C.S.E. pupils.
Applications, giving curriculum vitae and names of two referees, should be sent to the Headmistress, Twickenham Girls' School, Middlesex Road, Twickenham, TW1 3DB.

ESSEX
COUNTY COUNCIL
Bill CHARLES LOCK
COMPREHENSIVE SCHOOL
Hawthorn Avenue,
Hornchurch, Essex
TECHNICAL

Application forms and further particulars may be obtained by letter from the Head of the school to whom completed application forms should be returned.

SANDWELL
(Metropolitan Borough of)
HILL TOP HIGH SCHOOL
Required for January, 1977:—
TEACHER (Scale 1) to assist with the teaching of Chemistry up to O level and C.S.E. O level. An interest in Physics and/or Biology would be an advantage. Graduate unqualified teachers are invited to apply.

This is a mixed 11 to 16 Comprehensive School of 1,000 pupils with a very good names and addresses of two referees. The premises are old but there have been many new additions and the school itself is directly situated on the 7th and 7a Birmingham to Wednesbury bus routes, on the edge of Wednesbury itself.

Applications should be made in writing, giving curriculum vitae and all relevant details including the names and addresses of referees, to the Headmaster, Hill Top High School, Hill Top, West Bromwich, West Midlands.

WEST SUSSEX
BOUNDSTONE SCHOOL
Lancing
(Mixed comprehensive; 1,500 on roll; 12 to 18 years)
On one site in new buildings

Required as soon as possible TEACHER of PHYSICS to teach suitable candidate to C.S.E. Mode 3 and 'A' Nuffield Combined Science in mixed and integrated Science in lower school.
Assistance with removal and resettlement expenses in approved cases.
Form, on receipt of self-addressed foolscap envelope, from Headmaster.

WEST SUSSEX
NORTH-EASTERN AREA
HOLY TRINITY R.C. MIDDLE SCHOOL
Ifield Road, Ifield, Crawley, Sussex
(8-13 Mixed)
Required January
SCIENCE ASSISTANT for COMBINED SCIENCE

Assistance with removal and resettlement expenses in approved cases. Favourable housing scheme and London Area Fringe Allowance.
Apply direct to Headmaster giving full details and names and addresses of two referees.

Social Studies

Heads of Department

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced HEAD OF CHILDS.
DAVIDSON HIGH SCHOOL (Mixed)
Davidson Road, Croydon, Surrey, CR0 6DD
Tel.: 01-656 0913
Required January, 1977, or earlier
HEAD OF HUMANITIES to teach Physics to children in the 11 to 16 age range. The possibility of Sixth Form work for suitable candidate. The successful candidate would also be expected to play a full part in the life of the school, including the teaching of some subjects outside the field of his own specialism.
Application forms and further particulars may be obtained from the Headmaster.

Other Posts on Scale 2 and above

RICHMOND UPON THAMES
(London Borough of)
HEATHERY GRAMMAR/COMPREHENSIVE SCHOOL
Hanworth Road, Hampton, Middlesex
Telephone No: 01-979 4500

Required for January or April, 1977, a TEACHER to be responsible for initial and subsequent development of Humanities Department with Geography as principal subject. This teacher will be required to take some part in the examination system in Environmental Studies and the teacher will be required to take some part in the C.S.E. level. This post will be concerned with a senior pastoral appointment, and an understanding of Social Studies work is required. Some experience of C.S.E. and 'O' level work is necessary.
Salary (inclusive) assessed according to qualifications and experience on Burnham Scale 2 (£3,507 to £4,302) plus £100 per annum Inner London Allowance.
Application forms and further particulars may be obtained from the Headmaster, Heathery Grammar/Comprehensive School, Hanworth Road, Hampton, Middlesex TW12 3HD, to whom they should be returned as soon as possible.

Scale 1 Posts

ATSE is the subject association for Social Studies and Humanities teachers. Details from Mrs. Lorna Sweeney, teaching and resources adviser, 17 Bandonville Gardens, Walsall.

Speech and Drama

Scale 1 Posts

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
MIDWAY DIVISION
CHATHAM ST. JOHN FISHER R.C. SECONDARY SCHOOL

Required January or as soon as possible thereafter, a TEACHER of SPEECH AND DRAMA to teach throughout the school. Scale 1 with possibility of Scale 2 according to qualifications and experience. Applications from graduates with suitable qualifications and experience will be considered. Assistance with removal expenses may be given in approved cases.
Apply to Headmaster, giving full curriculum vitae and the names and addresses of two referees.

Technical Studies

Heads of Department

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within the area of Council (London and Home Counties) Regional Salary Agreement.
Required for January, 1977, appointment to —
EDMUNDS GIRLS' R.C. HIGH SCHOOL
Goodall Road, London E11 4JD
Headmistress: Mrs. F. Mills
HEAD OF INDUSTRIAL ARTS
Scale 3

An enthusiastic and energetic SPECIALIST required to lead development of INDUSTRIAL ARTS throughout and up to 'A' level. Mixed (comprehensive) 11-18 school of 1,100 pupils. Modern well-equipped and extensive accommodation and resource area.
Closing date: 3rd November, 1976.
Application forms obtainable from the Head Teacher on receipt of a stamped addressed envelope.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within the area of Council (London and Home Counties) Regional Salary Agreement.
Required for January, 1977, —
SIDNEY CHAPMAN HIGH SCHOOL
Lolly Lane, London E17 6PP
Head Teacher: Mr. D. Bell
HEAD OF CRAFT, DESIGN AND TECHNOLOGY DEPARTMENT is required to lead a well-built mixed comprehensive school. The CRAFT, DESIGN AND TECHNOLOGY DEPARTMENT is presently housed in temporary accommodation pending the completion of the new permanent buildings scheduled for 1978. The Department is well equipped and staffed by a team of 5 graduate teachers. Applicants will be interviewed in a Scale 3 post. Only in exceptional circumstances will a Scale 2 post be considered.
Closing date, 3rd November, 1976.
Application forms obtainable on receipt of a stamped addressed envelope from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, 10 High Road, Leyton, London E10 6QU.

BARNET
(London Borough)
ST. JAMES' CATHOLIC HIGH SCHOOL
Grange Hill Road, Barnet, Herts
(Mixed; Comprehensive; 11-18)
01-959 3410
Mixed; Comprehensive; 11-18
Roll 1,451.
Required January, 1977
INDUSTRIAL ARTS TEACHER and CERAMICS TEACHER to teach METALWORK and WOODWORK to CSE and O level.
Scale 2.
Scale 3 for a graduate.
In approved cases assistance may be given by way of removal expenses and the payment of subsistence allowances.
Apply to Headmistress, for application forms, with stamped addressed envelope.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced candidates.
FAIRCHILDS HIGH SCHOOL
Fairchilds Avenue, New Addington, Croydon
Tel.: 01-657 8861
Required January, 1977
A TEACHER of WOODWORK to teach to CSE and O level.
Scale 2.
Trouble: As soon as possible
A TEACHER of TECHNICAL DRAWING to teach to CSE and O level.
Scale 2.
Applicants for either post should be under 35 years of age and must have successful experience of teaching in a comprehensive school. Candidates should be willing to contribute fully to the life of the school.
Application forms and further details may be obtained from the Headmaster, Fairchilds High School, Fairchilds Avenue, New Addington, Croydon, Surrey CR0 9EB.

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MUSIC

Enjoying Bach
Harpsichord Music

The infectious enthusiasm of Felix Aprahamian (music critic, *The Sunday Times*), his fascinating commentary and the superbly played examples from Colin Tilney make this the perfect guide. Over 60 minutes.
"Played with just the right atmosphere of informal elegance" *Hampstead and Highgate Express.*
"A model of what such cassettes should be" *The Times Educational Supplement.*
"Bach is not my favourite composer, but this cassette is gradually winning me over" *The Independent, Plymouth.*

Enjoying Chopin

Another splendid cassette, with Felix Aprahamian explaining representative music from throughout Chopin's life, and Martino Tirimo playing. 60 minutes.
"Martino Tirimo's playing has all the ingredients of a first-rate artist ... this is Chopin played by a master. Felix Aprahamian ... musically incorrigible speaker, whose one idea is to enthuse others with his own bubbling enjoyment of great music" *Denby Richards, Hampstead and Highgate Express.*

Enjoying Pop:
The 20th Century Panorama

An educated guide to the popular music of our day, and our century. With examples from Billie Holiday, The Who, Yes, Focus, Ella Fitzgerald, Count Basie, Steeleye Span and many more. Double-play cassette: Over 90 minutes.
"If there are many others like me "Enjoying Pop" must be a resounding success." *John Dankworth.*
"... wise and entertaining ... A splendid assemblage" *Yorkshire Evening Press.*
"I found his description of the evolution of modern pop quite fascinating" *Kaleidoscope BBC, Radio 4.*

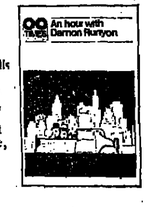
LITERATURE

Come Love with Me

The perfect cassette to introduce English love poetry to reluctant adolescents. From Herrick to MacNeice, from John Donne to Thom Gunn, poems familiar and unfamiliar are woven with music into five short sections. It's entertaining, romantic and fun.
Over 55 minutes.
"... a pleasant change" *Coventry Evening Telegraph.*

An Hour with Damon Runyon

Runyon almost invented American gangster patois, and the guys and dolls he described are tough and lawless. Despite this, his use of language, his command of situation and dialogue, are nothing short of brilliant.
This cassette contains four excellent short stories by a master of the genre, amusingly read in an appropriate Brooklyn accent by Al Mancini.
60 minutes.



An Hour with Edgar Allan Poe

Four of the greatest stories by the master of the macabre told, with sparing but telling dramatic effects, by Edgar Lustgarten in coolly terrifying style. Over 60 minutes.
"Mr. Lustgarten succeeds admirably" *The Times Educational Supplement.*
"Guaranteed to give you the creeps" *Evening Star, Wolverhampton.*
"Spinechilling" *Retail Newsagent.*
"Agreeably sinister tones" *The Times.*

HISTORY

Invasion!
The Spanish Armada

There have been many invasion threats to Britain. This cassette dramatises one of the most potent: the mighty Armada sent by Philip of Spain against the navy of Elizabeth I and her sea captains, led by Sir Francis Drake. A crucial narrative of stirring history, relived with verve and freshness, starring Francesca Annis. 60 minutes.

DRAMA

Dr. Faustus

Marlowe's most famous play specially adapted by John Peter to keep the best of the drama, the finest of the language, within an hour. Starring Peter Joffrey and Timothy Bateson. Over 50 minutes.
"Marlowe's finest drama vigorously adapted ... it gains from deft editorship. ... An ideal accessory for students" *The Sunday Times.*
"A really fine performance. It brings the play to life, brings out its humour as well as its dramatic qualities." *Brian Sarin, BRMB Radio, Birmingham.*

Heroes, Villains and True Love Conquers All

The world of Victorian melodrama, of willing heroines and powerful action with a host of scenes from the best plays of the period acted, amusingly explained and related to the development of English-speaking theatre. With Simon Ward, Joss Ackland, Raymond Francis, Kate Nicholls, Brunella Scales. 60 minutes.

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COUNTY OF SOUTH GLAMORGAN

Required for January, 1977, unless otherwise stated :—

BRYN HAFREN GIRLS' COMPREHENSIVE SCHOOL, BARRY
(11 to 18) 12-form entry
GENERAL SCIENCE : Scale 1 :—
to teach First and Second Year pupils. This is a Nuffield type course.

CANTONIAN HIGH SCHOOL, CARDIFF
(11 to 18 Comprehensive) 10-form entry
SPECIAL EDUCATION : Scale 1 :—
To take a Form 2 in the Special Education Department. Preference will be given to applicants who can offer mathematics, or science qualifications.

Application forms may be obtained on receipt of a stamped addressed *foolscap* envelope, from the undersigned to whom completed forms should be returned within 10 days of the appearance of this advertisement.
F. J. Adams, Director of Education, Education Offices, Kingsway, Cardiff.

ilea INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or *seeking their first appointment*, in the following subjects:–

Design and Technology
Home Economics
(Part-time only)

Appointments will be to a Scale 1 post in the Authority's [illegible]

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6426).

Cheshire

Application forms (send sae) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.
J. R. G. TOMLINSON, M.A.
Director of Education.

Required for January unless otherwise stated

HEADS & DEPUTY HEADS

HEADSHIP
Woolston County High School
Holes Lane, Woolston, Warrington. Group 11
Mixed Comprehensive School
The successful candidate will be required to take up the appointment on May 1st, 1977.
Application forms and further particulars may be obtained from District Education Officer, Priestley House, Sankey Street, Warrington. Closing date: 2nd November, 1976.

HEADS OF DEPARTMENT

HISTORY
Broken Cross County Secondary School for Boys (Group 9). Whirley Road, Macclesfield
Scale 3. Suitably qualified teacher to assist in development of a Humanities Faculty. Ability to teach the subject to 'A' level desirable in the light of possible future developments within the school.
Closing date 30th October, 1976.

SCALE 1 POSTS [illegible]

FRENCH
Helsby County Grammar School for Girls
Chester Road, Helsby, Warrington. (8 miles from Chester.) (750 girls—150 in Sixth Form)
To C.S.E. and 'O' and 'A' level. Well-equipped Language Laboratory in school.

1. TECHNICAL STUDIES 2. LANGUAGES
Wilmslow County Grammar School for Boys
Holly Road, Wilmslow. (1,075 boys)
1. For the Technical Department specialising mainly in Woodwork.
2. Required as soon as possible a teacher to join the Language Department in which French, German, Russian and Latin are taught. The Department has a language laboratory and two audio-active rooms. Applicants should be able to offer, either French or German throughout the age range, together with some help with one of the other languages.
Closing date for applications—2nd November, 1976.

ENGLISH
Wade Deacon High School
Birchfield Road, Widnes WA8 7TD
(11-16 Comprehensive School)
There will be opportunities to teach English up to 'O' and C.S.E. level.

SECONDARY
Technical Studies continued

MERTON
(London Borough of)
WIMBLEDON COLLEGE
Edge Hill, London SW19 4NS
(Voluntary aided comprehensive high school for Catholic boys aged 13 to 18).
Applications are invited for the post of ASSISTANT TEACHER (Scale 3) for TECHNICAL CRAFTS with special emphasis on WOODWORK and TECHNICAL DRAWING.
Ability and willingness to help with games would be an additional advantage. There is a flourishing department covering woodwork, metalwork, technical drawing and allied crafts in new purpose-built workshops. Boys are presented for C.S.E. and G.C.E. "O" and "A" levels. There are 920 boys in the school.
The full London allowance is payable and assistance with mortgage and removal expenses may be arranged in suitable cases.
Application should be made in the first instance to the Headmaster at the above address.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
MAGDALEN COLLEGE SCHOOL
High Street, Brackley, Northants
Required for January, a TEACHER of TECHNICAL DRAWING in this co-educational comprehensive school with 1,500 pupils (140 in the Sixth Form, 130 boarders). The teacher appointed will be required to give some help with at least one heavy craft subject in the purpose-built craft block completed in 1975.
A suitably qualified and experienced candidate could be considered for a Scale 2 post. A willingness to help with out-of-school activities would be welcome.
Further details and application forms from the Headmaster (stamped addressed envelope).

Scale 1 Posts

BARNET
(London Borough)
EAST BARNET SCHOOL
Chestnut Grove, Cat Hill, East Barnet.
01-449 4534
Co-educational, comprehensive. Roll 1,100. Sixth Form 170. 11-19
Required January, 1977 TEACHER of ENGINEERING DRAWING and/or TECHNICAL STUDIES. Scale 1. "A", "O" level and C.S.E. courses are well established in Design and *Technology and Engineering* Drawing. Department uses project approach to learning. Applications welcomed from candidates wishing to develop their own ideas.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and the payment of separation allowances.
Applications immediately, giving full details and name of a professional referee, to Headmaster.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
LEA MANOR HIGH SCHOOL
Northwell Drive, Luton
Head Teacher : Mr. R. L. Austin, B.A.
Required for January, 1977, TEACHER of TECHNICAL STUDIES Scale 1 within the faculty of [illegible]
[illegible] northern outskirts of Luton.
The authority has a scheme for teachers moving into the county to assist with removal expenses. Some assistance with accommodation may be possible.
Applications forms obtainable from the Head Teacher.

CUMBRIA
EDUCATION COMMITTEE
WYNDHAM SCHOOL
Egremont
Comprehensive, 11 to 18 mixed (Roll 1,500).
Required for January, 1977, or as soon as possible, an ASSISTANT TEACHER of CRAFT.
Letters of application to the Head as soon as possible.

ESSEX
COUNTY COUNCIL
MOULSHAM HIGH SCHOOL
(Roll 1,350)
Brian Close, Chelmsford CM2 9ES
Telephone: Chelmsford 60101
TECHNICAL STUDIES
Required January, 1977, with Technical Drawing. Excellent workshops available.
TORELLS SCHOOL
(Roll 1,200)
Buxton Road, Grays
Telephone: Grays Thurrock 71351
HANDICRAFT
To join the Technical Studies Department. Should have keen interest in 3-D design. To work in an area equipped for metal crafts and offering specialised facilities for silver-smithing.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

HILLINGDON
(London Borough of)
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon, Uxbridge UB10 0EX
[illegible]
Application forms from and returnable to the Headmaster. Please enclose stamped addressed envelope.
London allowance payable.
Seventy-five per cent removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS DIVISION
HUNTLEYS BOYS' SCHOOL
[illegible] Down, Tunbridge Wells
A WOODWORK SPECIALIST (Scale 1) is required to join a department of three teachers. There is one woodwork shop and two metalwork rooms: strong links with the art and craft departments, newly equipped project room for three-dimensional design.
Application forms from the Headmaster, from whom further details may be obtained.

LONDON
CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Near Old Street Station)
Required to begin as soon as possible a TEACHER of TECHNICAL STUDIES in this three-form entry boys' *grammar school*. The person appointed should preferably be able to teach Technical Drawing at least up to "O" level and also be able to offer Woodwork and/or Metalwork.
Please apply, by letter only, to the Headmaster at the school, enclosing all relevant details and the names of two referees.

REDBRIDGE
(London Borough of)
BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford IG4 5LP
Tel. : 01-550 2733
Head : Mr. M. J. Manuel, M.A.
A suitably qualified TEACHER of WOODWORK and METALWORK required for January, 1977, in this developing 11-18 mixed comprehensive *school* which has all its buildings on one site. The school was a boys' selective school until last July and has just reopened with First Year Comprehensive intake.
Please apply by letter to the Headmaster at the school, as soon as possible, giving age, education qualifications and teaching experience, and naming two referees.
Outer London Allowance is payable.

WALTHAM FOREST
(London Borough of)
EDUCATION COMMITTEE
The Borough is within easy access of Central London and bordered by Epping Forest. London addition to salary payable.
Required for January, 1977:—
SIDNEY CHAPLIN HIGH SCHOOL
Polly Lane, *London*, E17 8NT
Head Teacher. Mr. D. St. J. Gray
METALWORK / WOODWORK TEACHER is required for this postwar built Mixed Comprehensive High School (11-14 age range). Two well equipped workshops serviced by a technician. Scale 2 post available depending on qualifications and experience.
Closing date 3rd November, 1976.
Application forms obtainable, on receipt of a stamped addressed envelope, from the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London, E10 5QJ.

Other than by Subject Classification

Other Posts on Scale 2 and above

ESSEX
COUNTY COUNCIL
BILLERICAY (11-18) SCHOOL (Group XII)
(Roll : 1,450 Main School 200 plus Sixth Form)
School Road, Billericay
Tel. 02 774 55191
RESOURCES AND ENGLISH.
[illegible] required to supervise and promote richly stocked resources centre and to teach ENGLISH. London Fringe allowance of £141 per annum payable.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
ROCHESTER, RRDC SECONDARY (MIXED) SCHOOL
Carnation Road, Watling Street, Strood
Required, a full-time temporary TEACHER, from January, 1977, to join a specialist REMEDIAL department. Scale 1 or 2. The department plays a significant part in the teaching of English and mathematics to first year pupils. Vacancy due to promotion.
Please apply to the Headmaster, giving full details: two referees.

Scale 1 Posts

BOURNEMOUTH
Required, January, 1977, competent staff to teach up to "O" level.
Post 1.—MATHEMATICS and PHYSICS (including statistics).
Post 2.—Combination: MUSIC, FRENCH and ENGLISH.
Post 3.—Combination: PHYSICAL EDUCATION, plus two of MATHEMATICS, GENERAL SCIENCE, GEOGRAPHY, ECONOMICS, COMMERCE, TECHNICAL DRAWING, BOOKKEEPING.
All posts are full-time.
Write with curriculum vitae, the Principal, Portia Via House Collegiate, 54 Portchester Road, Bournemouth BH8 8JZ.

CROYDON
(London Borough of)
EDUCATION COMMITTEE
[illegible]
Temporary TEACHER of GENERAL SUBJECTS to replace member of staff on extended sick leave.
Salary: Burnham Scale 1 with London Area Allowance.
Reasonable removal expenses will be reimbursed [illegible]
[illegible] the above address as soon as possible.

EALING
(London Borough of)
EDUCATION SERVICE
Required as soon as possible SUPPLY TEACHERS principally able to teach the following subjects in High Schools:
MATHEMATICS, SCIENCE, ART/HANDICRAFTS, ENGLISH and [illegible]
Applications are also invited from teachers able to teach in Primary and Special Schools. Applicants should have satisfactory completed their probationary period.
Salary pro-rata Scale 1 [illegible]
Application forms available from the Chief Education Officer, [illegible] House, 79-81 Uxbridge Road, London W5 5SU, to be returned as soon as possible.

EAST SUSSEX
COUNTY COUNCIL
THE GROVE SECONDARY SCHOOL
Headmaster, Mr. N. H. Wilcock, B.Sc.
Required January, 1977, TEACHER for ENGLISH/SOCIAL STUDIES or allied subjects. Scale 1 post.
Application forms (to be returned immediately) from the Headmaster at the school, Wishing Tree Road, St. Leonards-on-Sea.

ENFIELD
THE GOVERNORS OF BISHOP STOPFORD SCHOOL
Brick Lane, Enfield EN1 3PU
(Voluntary Aided Group 10, 1,050 boys and girls)
There is a vacancy for a TEACHER to *take GENERAL SUBJECTS* with the younger forms. The successful applicant would take small groups of slow learners for basic work and would help with one or two other subjects to third form level. One or more of DIVINITY, ENGLISH and FRENCH would be helpful.
Further information about the work and School may be obtained on application (a stamped addressed envelope) from the Headmaster.
Consideration given to the following: 100 per cent removal expenses, £400 maximum, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post(s) :
HATCH END HIGH
Headstone Lane, Harrow, Middlesex HA3 6NR
Tel. : 01-428 4330 or 01-428 2251
Required as soon as possible, an ASSISTANT TEACHER to teach mainly MATHEMATICS and ENGLISH to slow learners. (There is a separate Remedial Department to which pupils can be referred.)
Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £500 towards legal and estate agents fees may be payable.
Application forms from and to be returned to the Controller of Education Services, P.O. Box 22, Civic Centre, Harrow, Middlesex, HA1 2UW, as soon as possible. (Please enclose stamped addressed envelope).

OLDHAM
(Metropolitan Borough of)
EDUCATION COMMITTEE
ST. ANSELM'S R.C. SCHOOL
Grange Avenue, Oldham
Required for January, 1977, at this 11 to 18 mixed comprehensive school of about 900 pupils, Scale 1 TEACHER of RELIGIOUS EDUCATION/GENERAL SUBJECTS. Social Priority Allowance payable.
Apply by letter in the first instance giving full details, including two referees, to the Head at the school immediately.

CITY OF SALFORD
EDUCATION DEPARTMENT
NORTH SALFORD HIGH SCHOOL
(11-16, mixed, comprehensive 710 pupils)
Required for January, 1977:
(1) TEACHER of HUMANITIES, *Scale 1 post plus S.P.P.* Ideally, candidates should be able to offer senior History and junior Geography.
(2) TEACHER of GIRLS' PHYSICAL EDUCATION, Scale 1 post plus S.P.P. Ability to offer a little Needlework an advantage. Possibility of Scale 2 post for a suitably qualified and experienced candidate.
Please send stamped addressed envelope for application form to the Head Teacher, North Salford High School, Leicester Road, Salford M7 0AR. Completed applications to the Head Teacher as soon as possible.

SHETLAND ISLANDS COUNCIL
EDUCATION DEPARTMENT
Applications are invited from fully qualified registered teachers for the following posts:
(1) ANDERSON HIGH SCHOOL Lerwick
(Six year comprehensive: Roll 800)
(a) TEACHER of MATHEMATICS
(b) TEACHER of FRENCH and GERMAN
Island Allowance £150.
Housing may be available with these posts.
(2) SCALLOWAY JUNIOR HIGH SCHOOL
TEACHER of FRENCH
Island Allowance £150.
Salaries for the above posts are in accordance with the current Scottish Teachers Salaries Memorandum.
Application forms may be obtained from the Director of Education, 1 Harbour Street, *Lerwick*, ZE1 0LS, to whom completed forms should be returned by 30th October, 1976.

TAMESIDE
METROPOLITAN BOROUGH
HATTERSLEY COMPREHENSIVE SCHOOL
Fields Farm Road, Hattersley, Hyde
Tel. : 061-368 0132
Required from January, 1977
ASSISTANT TEACHER HISTORY and SOCIAL STUDIES
An ability to offer some Religious Education would be useful but not absolutely necessary.
History is taught as part of an integrated Humanities Scheme in the first two years. History, Social Studies and Religious Education are all taught to C.S.E. and "O" level.
Apply immediately by letter to the Headmaster at the School, giving full particulars including the names and addresses of two referees. Ref. 9378/TSS.

Appointments in Scotland

DUMFRIES AND GALLOWAY REGIONAL COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified registered TEACHERS for the undernoted posts:
PRINCIPAL TEACHER OF GUIDANCE
DUMFRIES HIGH SCHOOL
Four-year School
Roll—1,170 (approximately)
Responsibility Element of Salary—£1,267 per annum.
ASSISTANT PRINCIPAL TEACHER OF GUIDANCE

SANQUHAR ACADEMY
Four-year School
Roll—430 (approximately)
Responsibility Element of Salary—£516 per annum.
TEACHER OF FRENCH
LANGHOLM ACADEMY
Four-year School
Roll—370 (approximately)
TEACHER OF MATHEMATICS
SANQUHAR ACADEMY
Four-year School
Roll—430 (approximately)
TEACHER OF ENGLISH
STRANRAER ACADEMY
Six-year School
Roll—1,600 (approximately)
Various vacancies also exist throughout the Region for Teachers of Business Studies, Technical Education and Religious Education.
Application forms and further information may be obtained from the undersigned. Closing date for receipt of posts—Friday, 5th November, 1976.
J. K. Purves, Director of Education, Education Offices, 30 Edinburgh Road, Dumfries DG1 1JQ.

STIRLING
CENTRAL REGIONAL COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following promoted post
TEACHER OF TECHNICAL SUBJECTS
HIGH SCHOOL OF STIRLING
Telephone Stirling 2451
Application forms are available from and should be returned not later than November 1976, to Director of Education, Room 200, Viewforth, Stirling. Ref. [illegible]

Sixth Form and Tertiary Colleges

Scale 1 Posts

CITY OF SALFORD
PENDLETON SIXTH FORM COLLEGE
(Group 11, 880 p.a.)
Required for January, a GRADUATE to teach ENGLISH to Advanced level.
Scale 1 or 2 according to qualifications and experience.
Application forms from the Principal, Pendleton College, Dronfield Road, Salford, M6 7FR, to which they should be returned as soon as possible.

Special Education

Headships

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
APPOINTMENT OF HEAD TEACHER
NORTH WEST KENT E.S.N. SCHOOL
(Group 4(S))
HEADMASTER or HEADMISTRESS required for this new day school for boys and girls to commence duties on 1st April, 1977.
Further details and application forms from the Divisional Education Officer, Essex Road, Dartford DA1 2AU.

OXFORDSHIRE
COUNTY COUNCIL
BISHOPSWOOD E.S.N. (S) SCHOOL
Sonning Common, Reading, Berkshire
[illegible]

STAFFORDSHIRE
EDUCATION COMMITTEE
THE PARK E.S.N. (S) SPECIAL SCHOOL
[illegible]

Deputy Headships
Senior Masters/Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
LADY ZIA WERNHER SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN
[illegible]

SPECIAL EDUCATION
Deputy Headships continued

HAMPSHIRE
SOUTHAMPTON AREA
DEPUTY HEADSHIP
RED LODGE PRIMARY E.S.N.(M) SCHOOL
Group 5(S)
Applications are invited for appointment to the DEPUTY HEADSHIP of this new purpose-built E.S.N.(M) Primary School, which will include a Diagnostic Unit, from April, 1977.
Since reorganisation in 1970, the pattern of primary education in Southampton is First Schools for children aged five to eight, Middle Schools for pupils aged eight to 12 and Primary Schools for pupils aged five to 12.
Further particulars and application forms may be obtained by sending a stamped addressed envelope to the Area Education Officer, Southampton Area Education Office, Arundel Towers North, Portland Terrace, Southampton SO9 4XE.
Closing date for applications: 3rd November, 1976.
Assistance with removal expenses in approved cases.

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHELMSLEY HOSPITAL SPECIAL (E.S.N. (S)) SCHOOL
Coleshill Road, Birmingham B37 7HL
Applications are invited from suitably qualified and experienced TEACHERS for the following posts at this hospital special school with effect from January 1977.
1. DEPUTY HEAD
2. SECOND MASTER/MISTRESS
Salary scale for both posts—Deputy Head, Group 7(S) (£6,130 to £7,730 plus supplement of £312 per annum).
The existing school of 110 boys and girls, aged 5 to 19, will move into new, purpose built premises with accommodation for up to 180 children within the next three months. The new building will offer a carefully planned environment and present exceptional opportunities for innovation.
Application forms and further details may be obtained from the Headmistress at the school.
M. L. Ridger, County Education Officer, 22 Northgate Street, Warwick.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
ST. JOHN'S SCHOOL (E.S.N. (S)) Bedford Road, Kempston, Bedford
Applications are invited for the following posts at the above school. Scale 2 posts available for suitable applicants.
(1) HOME ECONOMICS TEACHER in charge of Home Economics Unit with responsibility for organizing suitable programme and teaching small groups of children with varying abilities.
(2) TEACHER to be responsible for PHYSICAL EDUCATION throughout the school (age range three to 19 years), and able to organize suitable programme for maximum use of a new swimming pool at present under construction.
Application forms and further information obtainable from Headmistress at the school.

BERKSHIRE
ROYAL TREE SPECIAL CLASS
Windsor
Required in January, or as soon as possible thereafter, TEACHER to take charge of SPECIAL CLASS of E.S.N. children.
Special Schools allowance. Tonnage Weighting £150 per annum.
Assistance with removal expenses in approved cases.
Forms and further details from District Education Officer, Old British School, Victoria Street, Windsor SL4 1LP (stamped addressed envelope).

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts :

		Responsibility Allowance
EAST LOTHIAN DIVISION PRIMARY		
ASSISTANT HEAD TEACHER		
Campie Primary School Musselburgh		£ 8?0
SECONDARY		
ASSISTANT HEAD TEACHER		
Dunbar Grammar School	Curriculum	£1,261
TEACHING POSTS		
Ross High School Tranent	[illegible]	
EDINBURGH DIVISION—PRIMARY		
HEAD TEACHER		
Victoria Primary School		£1,672
ASSISTANT HEAD TEACHER		
Clovenstone Primary School		£1,038
(Clovenstone is a primary school catering for pupils of all denominations including Roman Catholics)		
SECONDARY		
PRINCIPAL TEACHER		
Castlebrae High School	Business Studies/Economics	£1,371
	Geography (Acting Post)	£1,371
Liberton High School	Business Studies/Economics	£1,512
Tynecastle High School	Modern Studies	£1,287
ASSISTANT PRINCIPAL TEACHER		
Castlebrae High School	Art	£ 667
	Modern Languages	£ 687
St. Augustine's RC High School	Music	£ 756 (subject to review)
ASSISTANT HOUSEMASTER/MISTRESS		
Castlebrae High School		£ 667
TEACHING POSTS		
Broughton High School	History	
Craigroyston High School	Physical Education	
Currie High School	Physical Education (female)	
Leith Academy	Business Studies/Economics	
The Royal High School	Mathematics	
Tynecastle High School	Art	
WEST LOTHIAN DIVISION—PRIMARY		
HEAD TEACHER		
Armadale Primary School		£2,592
Blackridge Primary School		£1,572
SECONDARY		
PRINCIPAL TEACHER		
Blackburn Academy	Biology (Re-advertisement)	£1,287
Our Lady's High School Broxburn	Home Economics (Re-advertisement)	£ 880
ASSISTANT PRINCIPAL TEACHER		
Armadale Academy	Physical Education	£ 516
Bathgate Academy	English	£ 687
Broxburn Academy	Guidance	£ 591
	The successful applicant will be responsible mainly for boys.	
TEACHING POSTS		
Craigshill High School Livingston	Mathematics	
West Calder High School	Chemistry	
	French/German	
	Home Economics	

Housing may be available and further information can be obtained on application to the Divisional Education Officer, West Lothian.
Salaries in accordance with the provisions of the current Scottish Teachers Salaries Memorandum.
Candidates should specify for which post they wish to apply.
Application forms are available from the appropriate Divisional Education Officer at the following addresses:
Mr. C. P. Pate,
Divisional Education Officer, East Lothian Division, County Buildings, Court Street, Haddington.
Mr. G. E. Ferguson,
Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. A. Sinclair,
Divisional Education Officer, West Lothian Division, 80/81 High Street, Linlithgow.
The closing date for applications is 5 November, 1976.

DORSET
Applications are invited from suitably qualified and experienced TEACHERS of the DEAF for the following appointments:—
PERIPATETIC TEACHER of the DEAF—to be based in East Dorset.
Applicants should be experienced teachers of both hearing and hearing impaired children and be able to deal with a wide range of age and handicap. Salary—Scale 3.
Travelling and subsistence allowance in accordance with nationally agreed scales.
PRIMARY SCHOOL UNIT—
SYLVAN ROAD INFANT SCHOOL, Poole
ONE TEACHER required for partially hearing INFANT UNIT.
ONE TEACHER for NURSERY UNIT for deaf children.
Salary scale 2 (S) for suitably experienced teacher.
Assistance with removal and legal expenses.
For application form (to be returned as soon as possible) send foolscap stamped addressed envelope to the Staffing Officer, Education Department, County Hall, Dorchester, Dorset, DT1 1XJ.

HAMPSHIRE
ST. THOMAS SCHOOL FOR DEAF CHILDREN
Darlington Road, Basingstoke
Number on roll 66
Required for January, 1977.— Scale 2(S)—a qualified TEACHER of the DEAF.
In this new post the teacher appointed will plan and organize remedial programmes for those children with additional difficulties.
Please write to the school giving curriculum vitae, together with names and addresses of two referees, as soon as possible.
Further details obtainable from the Head.
Assistance with removal expenses in approved cases.

HARINGEY
(Borough of)
SUNTRAP RESIDENTIAL SCHOOL
South Hayling Island, Hants
Required for January 1977: TEACHER, preferably with infant and junior experience, to take an infant class initially. Ability to play the piano would be an advantage. Up to 10 hours extraneous duties required, for which an allowance of £220 is payable. Scale 2 post available for suitable applicant.
The school, which is pleasantly situated on the seafront, caters for delicate children. There are approximately 30 girls aged five to 11 and 35 boys aged five to 11 years.
Removal expenses (100 per cent allowed).
Application forms (stamped addressed envelope) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N 17, to whom the forms should be returned by 5th November.

HARINGEY
(London Borough of)
Required as soon as possible:
BLANCHE NEVILE SCHOOL
Philip Lane, Tottenham, N.15
Experienced and qualified TEACHER of the DEAF to teach a class of severely deaf infant children in the main school.
Scale 1 or 2, dependent upon qualifications and experience.
London Allowance £402 payable.
Removal expenses: 100 per cent allowed.
Application forms (stamped addressed envelope) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N 17, to whom the forms should be returned by 5th November, 1976.

KIRKLEES
METROPOLITAN COUNCIL
RAVENSHALL SPECIAL SCHOOL
Ravensthorpe Road, Dewsbury, WF12 9EE
Required for January 1977: [illegible]
Application forms (stamped addressed envelope, please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield, HD1 6QW, to whom they should be returned as soon as possible.

LEICESTERSHIRE
FOREST WAY E.S.N.(S) SCHOOL
Cropston Drive, Coalville, Leicestershire
Scale 2(S)
Experienced TEACHER required January to work with mixed ability group of children in 10 to 15 age range.
Preference will be given to applicants with special interest in Art Boys' Games.
Further details from the Head. Apply immediately (no forms) with full particulars and the names and addresses of two referees. (Stamped addressed envelope.)

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
BROOKFIELD SCHOOL
Friars Close, Wellingborough
Telephone : Wellingborough 222532
Experienced TEACHER required to join an enthusiastic team, working in pleasant surroundings at the above E.S.N.(M) School, to develop Remedial work with less able children in Middle School.
Excellent opportunity for a suitably experienced teacher to develop *Reading and Language resources*. Scale 2/3 post.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
BROOKFIELD SCHOOL
Friars Close, Wellingborough
Telephone : Wellingborough 222532
TEACHER required to join an enthusiastic team, working in pleasant surroundings at the above E.S.N. (M) School, to teach General Subjects and able to assist with Boys' P.E. Scale 2/3 post available for suitable applicant.
Further details and application forms for the above posts from Headmaster (stamped addressed envelope).

WEST SUSSEX
WESTERN AREA
Readvertisement
ST. CUTHMAN'S SCHOOL
Stedham, Midhurst, Sussex, GU29 0QL
E.S.N. (M), Group 6(S), 120 on roll. Residential
Suitably qualified and experienced TEACHER for Scale 3 post. Special responsibility for pastoral care of girls and Reception Group range sound plus to nine plus. Excellent facilities. Single accommodation available—charges for board and lodging £311 per annum. Special Schools allowance, plus additional payment of £220 per annum for not more than 15 hours per week extraneous duties.
Assistance with removal and resettlement expenses in approved cases.
Form from Head if school on receipt of self-addressed envelope.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
LADYMOOR SPECIAL SCHOOL (E.S.N. (M))
Required for January 1977: TEACHER to be responsible for Senior GIRLS' WELFARE and share responsibility for the Senior Department. Scale 3(S).
Applications by letter (no forms) giving details of qualifications and curriculum vitae within seven days of this advertisement to the Director of Education, Education Offices, St. John's Square, Wolverhampton, WV2 4DD.

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
ST. JOHN'S SCHOOL (E.S.N. (S)) Bedford Road, Kempston, Bedford
TEACHER required, part-time, three days per week, for individual *remedial work, to work in conjunction* with a teacher at present employed for two days weekly.
Application forms and further information obtainable from Headmistress.

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
SPECIAL SCHOOLS
BASKERVILLE SCHOOL
Fellows Lane, Harborne B17 9TS
Required for January, 1977, an ASSISTANT TEACHER to work in team-teaching situation with Physically Handicapped and Asthmatic Children. Infant and or Junior training is essential.
The post carries Special Schools' Allowance plus the opportunity to undertake up to 15 hours' extraneous duties.
Further information and application forms from the Head Teacher (Tel.: 021 427 5151).

HAMILTON SCHOOL
Hamilton Road, Handsworth B21 8AH
(Tel.: 021 554 1676)
NURSERY TEACHER required in January, 1977, for temporary appointment of 2 terms, initially in Nursery for Handicapped Pupils.
Scale 2 available according to qualifications and experience.
For application forms and details, please write or telephone *Headmaster at the school.*
There is a scheme for assistance with removal expenses.

BUCKINGHAMSHIRE
BEACONSFIELD, CHILTERN DIVISION
STONY DEAN SCHOOL
Orchard Drive, White Lion Road, Amersham
Tel. No. Little Chalfont 2007
Headmaster Mr. J. J. Ayres
Number on roll: 120
ASSISTANT TEACHER Scale 1 (S), required for January 1977 at this Day Weekly Boarding Special School for 120 slow learning pupils aged 11 plus to 16 plus years to be responsible for the teaching of basic subjects with younger pupils. Applications welcomed from experienced enthusiastic TEACHERS, preferably first school trained, and showing genuine interest in the needs and problems of children with specific learning difficulties. MUSIC would be an advantage. Special Schools and London Fringe Allowance of £150 in addition to Burnham salary.
Further details and application forms available from the Headmaster: stamped addressed envelope.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for removal expenses.
SPECIAL EDUCATION
PENCALENICK E.S.N. (M) SCHOOL 5(S)
St. Clement, Truro
Headmaster: J. D. Grant.
A non-resident Assistant TEACHER is required for January, 1977, in this 11-16 school which caters for 80 boarding and 24 day boys and girls of secondary age from [illegible] county of Cornwall.
It will be an advantage for candidates to have qualifications in the teaching of E.S.N. or suitable experience, and to be able to offer special interests in the problems of non-readers and a wide range of outside activities. The successful candidate will be required to offer eight hours extraneous duties per week.
Salary: Burnham Scale, plus special school allowance, plus extraneous duties allowance.
Application forms available from the District Education Office, The Leats, Truro, upon receipt of a stamped addressed envelope and returned in the first place to the Headmaster by October 30, 1976.
K. Cruise, Secretary for Education, Education Department, County Hall, Truro.

DORSET
MONTACUTE SCHOOL ESN(S)
(aged three to 16)
3 Canford Heath Road, Poole
Required, January, 1977:— TEACHER for six to eight year group of ESN(S) children. Experience in SPECIAL EDUCATION preferable. Assistance with removal and legal expenses.
Application forms from Head Teacher on receipt of stamped addressed envelope to be returned by 5th November.

EAST SUSSEX
COUNTY COUNCIL
HOVE AREA
THE DOWNS SCHOOL E.S.N.(M), Portslade.
January/Easter, TEACHER for 15 to 16 year old co-educational group, with responsibility for teaching BASIC SUBJECTS, excluding Physical Education and Games, and for school leavers' courses including careers guidance. The school caters for children from five to 16 years and is pleasantly situated on the Downs.
Application forms from Area Education Officer, Westbourne Street, Hove, Sussex, to whom completed forms should be returned.

HAMPSHIRE
SOUTH WEST AREA
THE CHILDREN'S SCHOOL, Tatchbury Mount Hospital, Calmore, Totton, Southampton SO4 2RZ
Required for January 1977, a qualified TEACHER for this hospital school of 77 multiple handicapped children. Experience with ESN (S) children essential. The school runs a four term year. Visits to the school welcome. Scale 1 post.
Reply in first instance to Headmaster with two referees.

SALTERNS SCHOOL
Commercial Road, Totton, Southampton
Number on roll 31
ASSISTANT TEACHER for class of children with mixed abilities. Previous experience with E.S.N. (S) children desirable.
Please write to the Head giving full curriculum vitae and names and addresses of two educational referees. Assistance with removal expenses in approved cases.

HERTFORDSHIRE
BREAKSPEARE SCHOOL
E.S.N. (S)
St. Albans Road, Watford
Required January, TEACHER for a group of 13-16-year-old mentally handicapped children.
Application form and further details available from the Headmistress.

County of Cleveland

SPECIAL SCHOOLS

DEPUTY HEAD TEACHER (Group 8s)
(READVERTISEMENT)
PRIMROSE HILL DAY ESN(M) SCHOOL
Durham Road, Stockton, Cleveland TS19 0DZ
Applications are invited from suitably qualified and experienced teachers for the above post for April 1, 1977. The school includes a well established Work Preparation Unit. An interest in the education of senior pupils and an ability to organize the remedial reading schemes within the school will be advantageous.

DEPUTY HEAD TEACHER (Group 4s)
SALTERGILL SCHOOL (Residential, Maladjusted Boys)
Kirklevington, Yarm, Cleveland
Required from January 1, 1977, or as soon as possible thereafter, a qualified and experienced teacher with interest in work with youth with social and emotional developmental problems, in this school for 58 boys. The school is housed in purpose-built accommodation in pleasant rural surroundings. The person appointed will be resident. Three-bedroomed flat available.
Financial assistance with household removal expenses is available in approved cases.
Forms of application obtainable from and returnable to the County *Education Officer, Education Offices, Woodlands Road,* Middlesbrough, Cleveland TS1 3BN, not later than November 5, 1976.

UNDERLEY HALL SCHOOL
Kirkby Lonsdale, Cumbria
Co-Principals : D. W. Cooper and J. L. Turner

This newly opened boarding school for maladjusted boys from 7-16 requires a

TEACHER

who may be resident or non-resident. **The appointment is from 1st January, 1977.**

The school is favourably situated in 31 acres of field and woodland. The number on roll will not exceed 55 and *teaching is in small groups. A good classroom teacher* is looked for who will teach general subjects with enthusiasm and offer a special subject or activity.

The school is independent but pays Burnham special scales (depending upon experience and qualifications), plus £1,000 p.a. for an average of 15 hours per week extraneous duty. No charge for residential accommodation or *emoluments. Recognition by the D.E.S. is being* sought in the very near future.

Apply immediately, by letter, to the co-principals giving full curriculum vitae and naming two referees. Underley Hall School, Kirkby Lonsdale, Carnforth, Lancs LA6 2HE. Telephone Kirkby Lonsdale (0468) 71206.

ADLESTROP PARK SCHOOL, GLOS.

This independent school for senior mixed maladjusted children requires a

DEPUTY HEADMASTER

Residential duties—limited accommodation available

This school was granted final registration in July, 1976, and is working towards recognition as a 4(S) special school. Applications are invited from experienced, suitably qualified candidates. Salary and conditions as Burnham plus E.D.A. appointment for January, 1977, or A.S.P.

Write or phone for application forms: the Principal, Adlestrop Park, Moreton in Marsh, Glos. Tel. Kingham 253 or 359.

Interviews will be held in the week following this advert.

LANCASHIRE EDUCATION COMMITTEE
Skelmersdale Sixth Form College

PRINCIPAL
(Group 9)

This new, purpose-built, sixth-form college, to be run under Schools regulations and serving the new town of Skelmersdale, will open in September, 1977.

Applications are invited for the post of Principal.

Forms/further particulars from/returnable to the District Education Officer, Education Offices, Greetby Buildings, Derby Street, Ormskirk L39 2BT.

SPECIAL EDUCATION
Scale 1 Posts
continued

HILLINGDON
(London Borough of)
NEW: CRAIGEWOOD E.S.N. (S) SCHOOL
Fore Street, Eastcote, Pinner, Middlesex
Required for April, 1977, a TEACHER to assist with the education of children in the special care unit at this new school due to open early in 1977.
Experience in working with severely handicapped children would be an advantage.
Application forms from the Director of Education, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1HA (Telephone: Uxbridge 58533, Ext. 2781), to whom they should be returned as soon as possible.
London Allowance payable, 75 per cent removal expenses and some assistance with accommodation in appropriate cases.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
BIRLING COMMUNITY HOME
Harrietsham
Experienced TEACHER required as soon as possible to teach in a community home dealing mainly with delinquent boys aged between 14-16 years.
Applications (stamped addressed envelope, please) from Divisional Education Officer, Astley House, Hastings Road, Maidstone.

LEICESTERSHIRE
THE HOLT OBSERVATION AND ASSESSMENT CENTRE
Birstall Road, Birstall
Leicestershire
Scale 1 plus SSA
Experienced TEACHER required at the above Community Home for January. The Unit caters for children with social and emotional problems.
Further details from the Teacher-in-Charge, Mr. K. Schofield (telephone: Leicester 677551), to whom applications giving full particulars, including special interests and abilities, and names of two referees should be sent immediately.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHAPEL ROAD SCHOOL
for E.S.N. (S) Children
Attleborough, Norfolk
Headmistress: Miss T. Byles
ASSISTANT TEACHER, Scale 1 (S), required as soon as possible at this all age range school for mentally handicapped pupils.
Application forms obtainable from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned as soon as possible, will only be sent on receipt of a stamped addressed envelope.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
MORLEY HALL HOSTEL
Morley, near Wymondham
Norfolk
ASSISTANT TEACHER, Scale 1(S), required in January, 1977, or as soon as possible thereafter [illegible] ... on non-resident basis.
Application forms and further particulars obtainable from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DL, to whom completed forms should be returned as soon as possible, will only be sent on receipt of a stamped addressed envelope.

NORTH WALES
CLWYD HALL SCHOOL
TEACHER required as soon as possible for this Residential Special School for Maladjusted Children. *Single or married accommodation available.*
Music and crafts desirable.
The school, established in 1968, is recognised by the D.E.S. and caters for 40 boys and girls maintained by Local Authorities.
Burnham Scale for Special Schools.
Full details (stamped addressed envelope) from the Headmaster, Clwyd Hall School, Ruthin, Clwyd. Tel. Ruthin 2141.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
THIEVES WOOD SCHOOL
Thieves Wood, Nottingham Road, Mansfield, Notts. NG18 5DA
Headmistress: Miss J. A. Pearce (ESN (S) all ages)
For Easter, 1977, or earlier if possible, RESIDENT TEACHER (Scale 1 plus Special Schools Allowance) or Scale 2/S for suitable applicant, for small group of 11 to 15-year-old pupils, able to offer specialist Needlework and/or Music in the Senior Department. A diploma in the teaching of handicapped children desirable, but not essential.
Extraneous duties of 15 hours weekly at the rate of £1,320 per annum or pro rata for reduced hours.
Single accommodation only in attractive modern staff quarters.
Interested candidates are invited to visit the school by prior arrangement with the Headmistress (Telephone: Blidworth 2071) from whom further details are available.
Applications (no forms) to the Headmistress, with names of two referees, as soon as possible.

OXFORDSHIRE
SWALCLIFFE PARK SCHOOL TRUST
A *recognized* Special School for 55 maladjusted boys of good intelligence (age range 11 to 16). Required, a qualified TEACHER of GENERAL SUBJECTS.
Housing or residential accommodation available as required.
Full information may be obtained from the Principal, Swalcliffe Park School Trust, Swalcliffe, Banbury, Oxfordshire.

SURREY
PINE END SCHOOL
Colley Lane, Reigate Heath, Surrey
Qualified part-time TEACHER required. Scale 1. Please see opposite H.BA advertisement.

SURREY
Fringe Area London Allowance £150 per annum throughout the county (generous relocation expenses in approved cases).
THE MANOR SCHOOL
The Manor Hospital, Epsom
TEACHER required at this school for E.S.N. (S) children to act in a relief capacity when class teachers are on holiday as the school remains open for approximately 47 weeks in the year. An adaptable person, preferably with specific training for E.S.N. (S) children required.
Salary within Scale 1 plus Special Schools Allowance.
The Headmistress would welcome enquiries. Telephone: Epsom 27967.
WRY HOUSE SCHOOL
Bramley, Near Guildford
An ASSISTANT TEACHER is required for January, 1977, to take HOME ECONOMICS at this modern residential school for senior emotionally disturbed girls.
Salary within Scale 1 plus Special Schools Allowance. Payment of £930 for maximum 15 hours per week extraneous duties. Self-contained single accommodation available at current maximum of £471 *for board and lodging*, although married couples without children may be considered.
Further details and application forms from the Headmistress. Telephone: Bramley 8130.

SURREY
HETHERSETT ASSESSMENT CENTRE FOR BLIND ADOLESCENTS
32 Gatton Road, Wray Common
Reigate, Surrey RH2 0HD
(Administered by the Royal National Institute for the Blind)
Owing to promotion, a new post becomes available in January at this Assessment Centre for 43 educationally blind students aged 16 to 18. A TUTOR, preferably resident, who is a qualified teacher is required to take particular responsibility for teaching English and development of literary in individuals or small groups.
Previous experience of work with adolescents, preferably in further education, essential; any contact with the blind or partially sighted an advantage but not a prerequisite [illegible] ... ate allowances.
Particulars from the Principal, Hethersett Assessment Centre for Blind Adolescents, 32 Gatton Road, Wray Common, Reigate, Surrey RH2 0HD.

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHELMSLEY HOSPITAL SPECIAL (E.S.N. (S)) SCHOOL
Coleshill Road, Birmingham B37 7HL
TEACHER with qualifications and/or experience in the education of mentally handicapped children required from January 1977. Applicants should be experienced in developing individual programmes.
The existing school of 110 boys and girls, aged 5 to 18, will move into new, purpose built premises with accommodation for up to 150 children within the next three months. The new building will offer a carefully planned environment and present exceptional opportunities for innovation.
Salary: Assistant Teachers Scale 1 plus special schools allowance of £351 per annum.
Application forms may be obtained from the Head at the school.
M. L. Ridger, County Education Officer, 22 Northgate Street, Warwick.

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*NOP Readership survey 1971

Independent Schools

Headships

DERBY
DERBY HIGH SCHOOL FOR GIRLS
Hillsway, Littleover
(Independent day school: 451 pupils including 160 in Junior School and Kindergarten).
Applications are invited for the post of HEAD upon the retirement of Miss D. M. Hatch, M.A., with effect from 1st September, 1977.
Applicants must be communicant members of the Church of England. The school is associated with the Woodard Schools, Midland Division.
Salary will be in accordance with Burnham Scale, Group 7.
Further particulars may be obtained from R. Carman, Esq., A.C.A., Clerk to the Governors, Century House, Bold Lane, Derby. DE1 3NT.
Applications must be returned by Monday, 15th November, 1976.

MERSEYSIDE
BIRKENHEAD PREPARATORY SCHOOL
Applications are invited from TEACHERS wishing to succeed Mrs. B. G. Richmond-Coggan, who is retiring from the post of HEADMISTRESS of Birkenhead Preparatory School at the end of the Summer Term 1977. There are some 200 boys in the school.
Details of the school, the post and the method of application may be obtained from the Headmaster, Birkenhead School, 58 Shrewsbury Road, Birkenhead, Merseyside, to whom applications should be sent by November 27th.

SURREY
TORMEAD SCHOOL
Guildford
Appointment of HEAD 1st September, 1977/1st January, 1978.
The Governors invite applications for the post of HEAD which becomes vacant on the retirement of Miss M. G. Shackleton, B.A.
Tormead is a Public Independent School of 460 girls aged five to 18 of whom 35 are boarders aged eight to 18. Salary is paid according to the Burnham Scale Group 8 with allowances. A self-contained flat is provided. Applicants should be graduates of a British University and practising members of the Church of England. For detailed particulars write to the Clerk to the Governors at the school. Closing date for applications, 5th November, 1976.

SURREY
Girls' Finishing School near London requires resident HEADMISTRESS to be responsible for general organization and discipline. Preference will be given to applicants with experience in teaching English to foreign students and an ability to speak French or Spanish.
Salary by negotiation.
Accommodation available for single person only.
Applications in writing with the names of two referees to The Principal, Paddock Wood Finishing School, Lightwater, Surrey.

Deputy Headships Senior Masters/ Mistresses

LONDON, E.4
NORMANHURST SCHOOL
[illegible]
This independent junior and senior co-educational school requires a graduate DEPUTY HEAD in September, 1977, or as soon as possible. The successful candidate will be engaged in the day-to-day running of the school, apart from a half-timetable of teaching duties (subjects are not important).
Candidates should have held a post of responsibility previously and be prepared to oversee all the extra-mural activities of the school.
Salary will be paid on the school's salary scale.
Applications in the first instance should be addressed to the secretary at the school.

WATFORD
Required for September, 1977, a qualified and experienced GRADUATE as DEPUTY HEAD of the School, who should preferably be a resident teaching member of the staff. Subjects preferred MATHEMATICS or HISTORY.
Salary according to D. H. Burnham Scale.
Apply to the Headmistress, St. Margaret's School, Bushey, Watford, Hertfordshire, WD2 1DT.

WEST MIDLANDS
SOLIHULL SCHOOL
(H.M.C. 900 Boys, 20 Girls, Junior School 135)
HEAD of the JUNIOR SCHOOL
Applications are invited for the post of Head of the Junior School for September, 1977, on the retirement of Mr E. T. Ivinson after 29 years. Some experience in Preparatory or Junior Schools essential.
Salary: Burnham plus £600.
Full particulars may be obtained from the Headmaster, Solihull School, Solihull, West Midlands.

Remedial Posts

SOMERSET
MILLFIELD SCHOOL
Co-educational Boarding School of 1,100 pupils: 174 teachers
Required for January, 1977.—TEACHER, qualified and experienced in dealing with language difficulties (dyslexia, E.F.L.). Ability to help with boys' games essential.
Apply to Headmaster, Millfield School, Street, Somerset, enclosing curriculum vitae and the names of two referees.

By Subject Classification

Art and Design

Heads of Department

KENT
SUTTON VALENCE SCHOOL
(H.M.C.)
Required for September, 1977, HEAD OF ART DEPARTMENT [illegible] ... Must be graduate and will teach Fine Arts and some Graphics to "O" and "A" levels. Ability to help with extra-curricular activities an advantage. Governors' accommodation for married men becomes available in the school for bachelors.
Salary Burnham plus.
It is intended to make the appointment before Christmas.
Applications, with curriculum vitae and names and addresses of three referees, to the Headmaster, Sutton Valence School, Sutton Valence, Maidstone, Kent, to be received by Monday, November 15.

Commercial Subjects

SHORTHAND TEACHER, also Trainee Teacher required. Well known Secretarial College, London, S.W.7. Please write Box No. T.E.S. 3461, The Times, WC1X 8EZ.

Domestic Subjects

SURREY
TANTE MARIE SCHOOL OF COOKERY
A vacancy will occur for a full time COOKERY TEACHER next January/April.
Candidates should be qualified teachers with advanced cookery experience e.g. C. and G. 214 or 7817.
Further details from the Principal, Tante Marie School of Cookery, Carlton Road, Woking, Surrey. Tel. Woking 4050.

SUSSEX
LAVANT HOUSE SCHOOL
Chichester, Sussex
(Independent Day, Boarding: 170 girls)
Required for January, experienced qualified part-time TEACHER for DOMESTIC SCIENCE subjects including NEEDLEWORK to "O" level.
Applications with full details to the Headmistress, Mrs. S. M. Morris, M.A. (Oxon).

Economics

SUSSEX
DAVIES'S
47 Cromwell Road, Hove
BN3 3EU
Required for January, full-time TUTOR for ECONOMICS to "A" level.
Davies's is an Independent College of Further Education with some 350 students.
Please write giving full details of qualifications and experience and the names of two referees to the Principal, or telephone Brighton 733160 for further details.

English

KENT
BROMLEY HIGH SCHOOL
G.P.D.S.T. (independent)
30 Elmfield Road, Bromley
BR1 1LB
ENGLISH or COMBINED HONOURS GRADUATE required in January to assist with the teaching of ENGLISH throughout the school to "A" level and Oxbridge entrance. The ability to teach British Government to "A" level would be an advantage; Economics might be attractive. Equally, two-thirds to three-quarters time, English only, is a possibility.
Please apply as soon as possible by letter to the Headmistress at the school giving details of qualifications and experience and enclosing copies of testimonials and the names and addresses of two or more academic referees.

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford
Required Summer Term, 1977, a GRADUATE and qualified ASSISTANT to teach ENGLISH. This post could be permanent or for one term only.
Apply in writing to the Headmistress with full details and giving the names and addresses of two referees.

SUFFOLK
CULFORD SCHOOL
Bury St. Edmunds
HMC: Co-ed: 730 Boarding and Day
Wanted for January, temporarily for rest of academic year, possibility of permanent post September 1977, TEACHER for ENGLISH DEPARTMENT to teach at all levels 11-18 years.
Residence available for single applicant.
Salary: Burnham plus.
Apply, with names of 2 referees, to Headmaster, Culford School, Bury St. Edmunds, Suffolk IP28 6TX, as soon as possible.

Geography

Heads of Department

KENT
SUTTON VALENCE SCHOOL
(H.M.C.)
Required for September, 1977, HEAD of GEOGRAPHY DEPARTMENT.
Applicants must be graduates and trained in modern techniques and *field work. Ability to help with* extra-curricular activities an advantage. Governors' accommodation for married men becomes available from time to time and is available in the school for bachelors.
Salary Burnham plus.
It is intended to make the appointment before Christmas.
Applications, with curriculum vitae and names and addresses of three referees, to the Headmaster, Sutton Valence School, Sutton Valence, Maidstone, Kent, to be received by Monday, November 15.

Other Assistants

BERKSHIRE
[illegible]
Required for January, 1977, GEOGRAPHER [illegible] ... to teach to G.C.E. "A" level. Accommodation provided.
Apply, sending curriculum vitae and the names of two referees, to the Headmaster, Eton College, Windsor, Berkshire, from whom further details can be obtained.

CAMBRIDGE
ST. MARY'S CONVENT
Required from January TEACHER [illegible] ... GEOGRAPHY DEPARTMENT throughout the school to "A" and "S" level. Interest in fieldwork essential.
Salary according to experience (Burnham Scale).

DERBYSHIRE
INDEPENDENT SCHOOLS
(H.M.C.)
MOUNT ST. MARY'S COLLEGE
Required for January 1977 TEACHER of GEOGRAPHY up to "A" and "S" level in independent Catholic boys' boarding school. Salary according to qualifications and experience. R.C. preferred.
Apply with curriculum vitae and addresses of two referees to the Headmaster, Mount St. Mary's College, Spinkhill, Sheffield S31 9YL (024-...).

Why not place an order with your newsagent and ensure you get the TES first?

The Times Educational Supplement

INDEPENDENT
Geography
continued

EDINBURGH
LORETTO SCHOOL
This non-denominational boys' boarding school requires for *September*, 1977, a GRADUATE TEACHER of GEOGRAPHY throughout the school up to A S level. Ability to help with rugby or cricket an added recommendation. Married single accommodation provided.
For further details apply with curriculum vitae and names of two referees to the Headmaster, Loretto School, Musselburgh, near Edinburgh.

SOMERSET
TAUNTON SCHOOL
Required for January, GRADUATE MASTER or MISTRESS to teach GEOGRAPHY to "A" level. Resident duties will be expected of the candidate and participation in out of school activities welcomed.
Apply to Headmaster, with full curriculum vitae and names of two referees.

History

BRIGHTON
BRIGHTON SCHOOL
HISTORY TEACHER to coordinate the work of the department required in January 1977, if possible. Good degree and sound teaching experience essential. Burnham Scale salary according to qualifications.
Apply in writing to Headmaster, Brighton School, Brighton BN2 5RQ, enclosing a full curriculum vitae and the names and addresses of three persons to whom reference may be made.

HAMPSHIRE
Required January, resident TEACHER for HISTORY to "O" level and first and second year LATIN; duties in girls' dormitories and dining room.
Apply in writing to Headmaster, Hilsea College, Oakley Hall, Basingstoke, Hants, RG23 7EJ.

Humanities

MERSEYSIDE
KINGSWOOD SCHOOL
(Independent boys')
Westcliffe Road, Southport
GEOGRAPHY/HISTORY TEACHER required to take pupils to "O" level. Help with Games an advantage.
Applications in writing to the Principal.

Mathematics

CHELTENHAM
Required in September, 1977, or earlier a MATHEMATICS GRADUATE to teach S.M.P. MATHEMATICS up to University Scholarship Standard in a Co-educational Boarding/Day School. Ability to help with Games would be an advantage. H.M.C. school with own salary scales.
For full details write to the Headmaster, Dean Close School, Cheltenham.

EDINBURGH
LORETTO SCHOOL
This non-denominational boys' boarding school requires for September, 1977, a GRADUATE TEACHER of MATHEMATICS throughout the school *up to A S level. Subsidiary* Economics or Business Studies an added recommendation. Married single accommodation provided.
Apply with curriculum vitae and names of two referees to the Headmaster, Loretto School, Musselburgh, near Edinburgh.

HAMPSHIRE
FARNBOROUGH HILL CONVENT
Required immediately GRADUATE to teach MATHEMATICS to "O" level and, possibly, Statistics. Burnham Scale.
Apply in writing with full details and names of two referees to The Headmistress, Farnborough Hill Convent, Farnborough, Hampshire.

MORAYSHIRE
GORDONSTOUN SCHOOL
(Co-educational; 420 pupils)
MATHEMATICS. For January, April (or even later if essential).
A Mathematician able to teach S.M.P. Mathematics to "A" level. The emolument, substantially above Burnham, is related to it and will depend on experience.
Write, giving experience, qualifications and interests with names of two referees to: The Headmaster, Gordonstoun, Elgin, Moray, who will supply further information.

NORFOLK
GRESHAM'S SCHOOL
Holt
Required September, 1977, to teach up to and including University Scholarship standard, MATHEMATICS MASTER/MISTRESS with a particular interest in statistics, who wishes to teach the more intelligent boys. Very successful department (15 out of 26 A grades at "A" levels with no failures in 1976).
Apply Headmaster, Holt 3271.

WANTED, January, 1977, independent grammar school, north-west Middlesex, young mathematician to take subject to "O" level.—Write Box TES 2523, The Times, WC1X 8EZ.

Modern Languages

CLWYD
LINDISFARNE COLLEGE
Wynnstay, Ruabon, Wrexham (Clwyd)
Required in January 1977, GRADUATE TEACHER of FRENCH.
Applicants having one or more of the following out-of-school activities in which he would be willing to participate will be an advantage: games (rugby, soccer, cricket, athletics), scouts, cadets, mountaineering, drama.
Salary: Burnham plus, scale according to qualifications and experience. Government Superannuation. Bachelor accommodation.
Apply to the Headmaster stating second subject and giving curriculum vitae and the names and addresses of at least two referees.

HARROW
HEATHFIELD SCHOOL
Independent Day School for Girls (420 pupils, 7 to 18)
Wanted for January, a GRADUATE to teach FRENCH to "O" and "A" level with some junior Spanish.
London Burnham Scale, Government Superannuation.
Please apply in writing to the Headmistress, enclosing testimonials and names of referees.

KENT
THE SACRED HEART SCHOOL
Beechwood, Tunbridge Wells
TN2 3QD
(Catholic Boarding and Day School for 250 girls, 11-18)
A GRADUATE is required in January, 1977, to teach FRENCH and GERMAN to "O" and "A" levels. A suitably qualified and experienced person could be appointed Head of Modern Languages (Scale 2).
Apply, with names of two referees, to the Headmaster.

LONDON, N.W.7
MILL HILL SCHOOL
Required in January, for two terms, with the possibility of a permanent appointment, a GRADUATE to teach FRENCH, with a supporting language or subject, and to take a full part in the life of the school. The modern language department runs a Section Bilingue, teaching geography and history through the medium of French, as well as working through exchanges, a language laboratory and audio-visual methods. Accommodation possible.
Apply to the Headmaster, with two referees, Mill Hill School, London NW7 1QS.

MANCHESTER
MANCHESTER HIGH SCHOOL FOR GIRLS
INDEPENDENT SCHOOL
Required for January, 1977, or mid-February, 1977, HONOURS GRADUATE to teach FRENCH throughout the school and GERMAN to "O" level with the possibility of some work with the Sixth Form. The school has good facilities with language rooms and a small laboratory. Salary Burnham Scale 1 or 2 according to qualifications and experience. It is hoped to make a permanent appointment to this post but temporary arrangement would be possible for the rest of the academic year.
Apply immediately with curriculum vitae and names of referees to the Head Mistress, Manchester High School for Girls, Grangethorpe Road, Manchester M14 6HS.

OXFORD
Qualified TEACHER of FRENCH required for year January to December, 1977, to take boys up to Common Entrance level.
Write or phone the Headmaster at Banbury 3144 or Banbury 710051.

SOUTH HUMBERSIDE
ST. JAMES' SCHOOL
Grimsby
A vacancy exists for a RESIDENT MISTRESS to teach FRENCH.
For details see under Pastoral.

Music

Heads of Department

OXFORDSHIRE
SCHOOL OF S. HELEN AND S. KATHARINE
Abingdon
C. of E. Direct Grant School of 500 girls, reverting to independence. DIRECTOR of MUSIC required in April or September, 1977, for this school with a very strong musical tradition.
Full particulars of the post available from the Headmistress, to whom applications should be sent with names and addresses of two referees.

Other Assistants

BATH
ROYAL SCHOOL
Immediate vacancy owing to illness. Required as soon as possible, a full-time member of staff for MUSIC. Mostly individual piano pupils, but some class work and clarinet an advantage.
Burnham Scale. Residence in staff house if required.
Apply with full details to Headmistress.

DEVON
MUSIC TEACHER (qualified) required at
STOVER SCHOOL
Newton Abbot, Devon
(an independent girls' school)
Full-time position, some Class Teaching and giving individual Piano lessons, and
Part-time position, teaching Cello, Guitar and Clarinet.
The full-time position is resident or non-resident.
Salary, Burnham Scale.
Please apply with references to the Head of the Music Department.

GLASGOW
THE ROYAL SCOTTISH ACADEMY OF MUSIC AND DRAMA
SCHOOL OF MUSIC
TEACHER of VIOLIN (Advanced)
Applications are invited for the above full-time post, effective from 1st January, 1977.
Salary is in the scale £5,528 to £6,897 per annum (including special supplement of £312 per annum) with placing according to experience and qualifications. The post is superannuable.
Particulars of the post may be obtained from the Secretary, R.S.A.M.D., St. George's Place, Glasgow G2 1BS, with whom applications (stating age, experience and qualifications, and giving the names of three referees) must be lodged by 4th November, 1976.

NORTH YORKSHIRE
FRIENDS' SCHOOL
Great Ayton, TS9 6BN
Coeducational, Boarding (300 pupils)
Required for January or as soon as possible, a resident MUSIC TEACHER. Woodwind specialist preferred but not essential. Some class teaching and "O" and "A" level work.
Burnham Scale plus allowance for duties in Junior Girls' Boarding House.
The school is situated in its own grounds on the edge of the North Yorks Moors National Park.
Applications, with the names of two referees, to the Principal, from whom further details are available.

SURREY
DUNOTTAR SCHOOL
High Trees, Reigate
Required for Summer Term, 1977, MUSIC TEACHER for piano and choirs, with some violin teaching if possible.
Please apply to Headmistress, giving details of qualifications and experience, and names and addresses of referees.

WORCESTERSHIRE
ST. JAMES'S SCHOOL
West Malvern, Worcs
(Boarding School of 200 girls)
MUSIC TEACHER required in January. Part or full time to undertake some class lessons and individual tuition in at least two of flute, clarinet, piano.
Preferably to be resident Housemistress in small Senior House with flat for small family.
Apply Headmistress with two referees.

YORKSHIRE
ACKWORTH SCHOOL
Ackworth, Pontefract
West Yorkshire
In January, but appointment may be delayed for right applicant, a fully qualified TEACHER of MUSIC at this Co-educational Boarding School of 450 pupils (11 to 18). Fully staffed strong department. Violin/Viola teacher together with some Classwork, "O" and "A" examinations taken.
Applications with full details to the Head of the School or telephone Hemsworth 611401 (evenings) for further details.

Pastoral

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe
Wanted in September, 1977, HOUSEMISTRESS to be responsible for a House of 40 girls aged 12 to 17 years.
Part-time teaching, please state subject offered. No catering. Burnham Scale; plus free board and residence in term time.
Government Superannuation Scheme.
Apply with testimonials to the Headmistress.

OXFORDSHIRE
SCHOOL OF S. HELEN AND S. KATHARINE
Abingdon
(Church of England direct-grant school of 500 girls, 120 boarders, reverting to independence)
HOUSEMISTRESS required January to take charge of 30 girls aged 11 to 16. No teaching or nursing necessary. Pleasant accommodation and school holidays.
Apply in own handwriting with names and addresses of two referees to the Headmistress.

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford
Re-advertisement
SENIOR HOUSE MISTRESS required at *girls' school January, 1977. Resident during term.* Some teaching, preferably Religious Knowledge or possibly Lower School General Subjects. Salary negotiable.
Apply in writing to the Headmistress with full details, giving the names and addresses of two referees.

SOMERSET
HOUSEMASTER, 20 boys 14 to 17. *Bachelor or wife to help MATRON-ING* or TEACHING. Thoroughly familiar with English boarding system.
Mainly GEOGRAPHY to "O" level and tutoring foreign boys in ENGLISH; other by arrangement.
Interest Games, Cadet Force, piano an advantage.
Self-contained flat, all found.
Write Box TES 2418, The Times, WC1X 8EZ.

SOUTH HUMBERSIDE
ST. JAMES' SCHOOL
Grimsby
A vacancy exists for a resident ASSISTANT HOUSEMISTRESS in this rapidly expanding co-educational day and boarding school of 180 pupils. Preferred teaching subjects include French, Mathematics and Physics.
Apply to the Headmaster at the school, 22 Bargate, Grimsby, South Humberside.

SUSSEX
HOUSEMASTER required for senior house to commence duties in January, 1977. Subjects to be taught: ENGLISH, ECONOMICS, GEOGRAPHY, to "O" level.
Applicant required to teach all three subjects or any two.
Apply by letter with curriculum vitae and referees to Headmaster, Goring Hall School, Goring-by-Sea, Sussex.

HOUSEMISTRESS required for January, 1977, by independent Catholic girls' school. This residential post is a temporary one for one term and concerns the general supervision of 60 boarders aged 13 and 14. Teaching experience not essential. Salary negotiable.—Write, with names of two referees, to the Headmaster, Sacred Heart School, Pembury Road, Tunbridge Wells TN2 3QD.

Physical Education

BROMLEY
Kent
BROMLEY HIGH SCHOOL
G.P.D.S.T.
30 Elmfield Road, Bromley
BR1 1LB
PHYSICAL EDUCATION TEACHER required immediately, afternoons only, to assist with hockey and tennis mainly, but interest in netball, athletics and rounders would be an advantage.
Please apply by letter to the Headmistress at the school, enclosing details of qualifications and experience, copies of any available testimonials and names and addresses of two or three referees.

LONDON, N.W.1
DWIGHT FRANKLIN INTERNATIONAL SCHOOL
Crowndale Road, London, N.W.1
Required for January, 1977, Girls' PHYSICAL EDUCATION MISTRESS, able to teach Art as a subsidiary subject.
Salary negotiable according to qualifications.
Apply to the Headmaster giving details of qualifications and the names of two referees.

SURREY
GREENACRE SCHOOL
Banstead
(Recognised Day and Boarding School. Member of G.B.G.S.A., 350 girls five to 18 years)
Required immediately, well qualified ASSISTANT PHYSICAL EDUCATION MISTRESS to share work throughout the school. Special interest in Netball desirable. Other activities required are Lacrosse, *Tennis, Swimming, Badminton*, Gymnastics and Dance. Burnham Scale 1 with Fringe Area London Allowance, Government Superannuation.
Applications for January could be considered.
Apply to Headmistress with curriculum vitae, names of two referees, copies of two testimonials and stamped addressed envelope.

PHYSICAL EDUCATION.—Due to retirement, a well-qualified and enthusiastic PHYSICAL EDUCATION SPECIALIST required January, 1977, or earlier for girls' public school recently amalgamated with London School for Boys. Good facilities including heated swimming pool. Non-resident post but with some resident duties. State salary/degree subject. Burnham Scale plus London allowance, plus Headmistress. Allowance for suitable candidate. Interviews on October 25th and 26th.—Applications including names and addresses of two referees to Headmistress, Westfield School, Somerset.

Religious Education

MIDDLESEX
ST. DAVID'S SCHOOL
Ashford
Required January, 1977, qualified full-time ASSISTANT to teach RELIGIOUS KNOWLEDGE. Please state if any other subject offered.
Apply in writing to the Headmistress with full details and names and addresses of two referees.

Science

Heads of Department

RUTLAND
OAKHAM SCHOOL
(Co-educational: 600 boys, 350 girls; 600 boarding. 300 in Sixth Form)
A CHEMIST is required for September, 1977. An outstanding candidate would be considered for the HEAD OF SCIENCE FACULTY.
The Science Department is a large and successful one (91 per cent success rate at "A" levels on 100 entries) with nine well-*equipped laboratories*, including an Engineering Science laboratory, three lecture rooms, and many facilities for project and extra-curricular activity. There are 15 academic Science Staff, four full-time technicians and secretarial assistance. The school's Classic minicomputer is housed in the Faculty. Oakham salary scale.
Apply: The Headmaster, Oakham School, Chapel Close, Oakham, Rutland LE15 6DT. Telephone: Oakham 22487.

Other Assistants

BRISTOL
BRISTOL GRAMMAR SCHOOL
(Independent: Headmasters' Conference: 1,000 boys)
Required for January, 1977, a BIOLOGIST to teach to A level standard (possibly University Scholarship level) and Combined Science with junior forms. Ability to help with games, CCF, or out of school activities welcomed. Scale post for suitably qualified or experienced applicant. Temporary appointment could be considered.
Applications giving curriculum vitae and names of two referees should be sent as soon as possible to Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR.
Unsuccessful applicants will only be notified if they enclose a stamped addressed envelope.

CHANNEL ISLANDS
MOORESTOWN COLLEGE
St. Peter, Jersey
(Co-educational day school)
TEACHER required to take the following subjects to "A" level: CHEMISTRY and BIOLOGY with subsidiary Physics or CHEMISTRY, ZOOLOGY and BOTANY with subsidiary PHYSICS.
Accommodation available.
Apply in writing to Headmaster giving curriculum vitae and names of referees.

CUMBRIA
PHYSICIST wanted to teach to "A" level for the Summer and Autumn terms 1977.
Apply with full details to: the Headmaster, Sedbergh School, Cumbria.

DERBYSHIRE
REPTON SCHOOL
CHEMISTRY TEACHER required for two terms, January to July, 1977.
Some Mathematics an advantage. Accommodation, married or single, available.
Apply, with full curriculum and names of two referees, to the Headmaster, Repton School, Repton, Derby DE6 6FH.

DORSET
BRYANSTON SCHOOL
Blandford
Required January, April or September, 1977, young graduate BIOLOGIST to share teaching to "O" and "A" level and Nuffield and University Entrance/Scholarship. Assistance with Natural History Society and ecology welcome.
Willingness to help with games and evening activities essential.
Apply Headmaster with curriculum vitae and names of two referees.

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree
(H.M.C. 1,200 boys, 300 in Sixth. Direct Grant, becoming independent)
PHYSICS TEACHER, full or part-time, required for the Spring Term only. Sixth-form teaching could be available for a suitably qualified applicant.
Apply with [illegible] of qualifications and career, and names of two referees, to the Headmaster.

LONDON, N.W.3
Required for January, 1977, an experienced GRADUATE TEACHER (SCIENCE). Burnham Scale, superannuation.
Please apply in writing to Mr. Paul, The Town and Country School, 38-40 Eton Avenue.

LONDON, S.E.3
TEACHER sought to take BIOLOGY up to "A" level throughout the school, and Junior Chemistry to Common Entrance Standard.
Apply Principal, Christ's College, Blackheath, S.E.3.

OXFORD
RYE ST. ANTONY SCHOOL
(Independent R.C. Boarding and Day School for Girls)
Required for January, GRADUATE to teach CHEMISTRY and PHYSICS up to "A" level.
Burnham Scale — Government Superannuation. Non-resident. R.C. not essential.
Apply with curriculum vitae to the Headmistress, Rye St. Antony School, Pullen's Lane, Headington Hill, Oxford.

RUTLAND
Required for January, 1977, GRADUATE BIOLOGIST to teach the subject throughout the school to University Scholarship level.
Applications for a temporary post for two terms or for a permanent post for September will also be welcome.
Further information from the Headmaster, Uppingham School, Rutland LE15 9QE. Telephone: Uppingham 2216.

Other than by Subject Classification

BOURNEMOUTH
ST. MARY'S GATE
Experienced FORM MISTRESS required in January, 1977, to teach General Subjects to nine to 11-year-old girls. Scale 1.
Immediate applications with curriculum vitae and names of two referees to the Headmistress.

GLOUCESTERSHIRE
Applications are invited for the posts of a full-time MATHEMATICS TEACHER to "O" and "A" level, and full-time ENGLISH as a foreign language teacher with U.S.A. qualifications and at least three years experience, preferably with Middle East students.
Please apply in writing to Director of Studies, Toddington Manor College, Toddington, Near Cheltenham, Gloucestershire GL54 5DN.

LONDON
QUEEN'S GATE SCHOOL FOR GIRLS
Required in January, GRADUATE to teach MATHEMATICS to O and A level, and PHYSICS to O level. Burnham Scale I or II post according to experience.
Apply Principal, 133 Queen's Gate, SW7 5LE, with copies of two references.

LONDON, N.W.3
THE TOWN AND COUNTRY SCHOOL
38-40 Eton Avenue, London NW3
Required for January, 1977, an experienced, preferably Froebel-trained TEACHER for 7-8 year olds.
Burnham Scale, superannuation.
Please apply in writing, to Dr. Paul at above address.

LONDON, S.E.12
RIVERSTON SCHOOL
Eltham Road, Lee, S.E.12
Telephone: 01-852 1261
(600 boys and girls)
Required for January, 1977, experienced, fully qualified TEACHER, *full time for eight to nine years.*
Apply to Headmaster giving details of qualifications and supporting references.

SURREY
ST. GEORGE'S COLLEGE
Weybridge
(Independent Roman Catholic School. 600 boys. Sixth Form 200, including 75 girls).
Required for January, 1977: HEAD of MATHEMATICS DEPARTMENT. Assistant English teacher (including "A" level work).
Burnham scales plus local allowances.

SUSSEX
TEACHER required for Tutorial Group to teach 10 students (boys) Mathematics, Physics with Chemistry to "O" level. Non-resident.
To commence January, 1977.
Apply by letter with curriculum vitae and referees to Headmaster, Goring Hall School, Goring by Sea, Sussex.

YORKSHIRE
Required in January an experienced member of staff to take a form of 24 ten-year-olds in MATHEMATICS and GENERAL SUBJECTS. It is advantageous if candidates can offer GAMES or extra curricular subjects.
Apply in own handwriting, stating age, qualifications and experience, to: The Headmistress, St. Mary's School, 60 Bawtry Road, Doncaster, S. Yorkshire.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville Street, London [illegible]
... experienced ... Schoolmasters ... for ...
INDEPENDENT SCHOOLS
No fee whatever is payable by candidates for teaching posts.

F.I.S. Vacancies in good independent schools. Details free on s.a.e. to Staff Department, 72a Fellows Road, London NW3 3LJ.

Preparatory Schools

Headships

KENT
[illegible] SCHOOL
[illegible] Kent
(I.A.P.S. Girls' Preparatory Boarding and Day School)
The Governors of [illegible] School invite applications for the HEADSHIP which will become vacant on the marriage of Miss M. K. Barkley. The post is to be filled in April or August 1977. Applicants should have qualified teaching status, preferably with preparatory school, or similar, experience, and be prepared to be resident.
Accommodation within the school would be available for a single or married person.
For particulars write to the Clerk to the Governors (Lawrence), care of Hallett & Co., 11 Bank Street, Ashford, Kent, to whom application should be made by November 5th. 1976.

WEST MIDLANDS
SOLIHULL SCHOOL
HEAD of the JUNIOR SCHOOL.
See under Independent Headships.

By Subject Classification

Classics

CO. DURHAM
BOWWORTH HOUSE BOYS' PREPARATORY SCHOOL
I.A.P.S. 170 boys
Required for January, 1977, a non-resident qualified MASTER to teach CLASSICS to PSS level. Also some Junior FRENCH and ENGLISH, if possible. Must be willing to coach games and take full part in the duties of boarding school life.
Please apply to the Headmaster, Hollworth House School, near Darlington. Tel. [illegible]

KENT
SENIOR CLASSICS post vacant April or September, 1977, for qualified TEACHER. Experience and ability to teach to P.S.S. level and throughout the school essential. Willingness to take full part in Games and in School pastoral, desirable. Resident or non-resident. Holmewood Scales above Burnham I.
Apply in writing with curriculum vitae and names, addresses and telephone numbers of two referees to: The Headmaster, Holmewood House School, Langton Green, near Tunbridge Wells, Kent, TN3 0EB. Previous applicants need not reapply.

Mathematics

MIDDLESEX
STAINES PREPARATORY SCHOOL
(Day boys & girls)
MATHEMATICS
MATHEMATICS TEACHER needed immediately, graduate preferred.
Accommodation available if successful applicant is a man, to share large flat with another Assistant Master.
Ability to coach games an advantage.
Please write to Headmistress, 3 Gresham Road, Staines TW18 2BT.

Modern Languages

BUCKINGHAMSHIRE
Required in January, TEACHER with experience in Boys' Preparatory School for Middle School FRENCH and some GEOGRAPHY. Coaching of games as usual. Salary in excess of Burnham Scale.
Applications in confidence to the Headmaster, Caldicott, Farnham Royal, Buckinghamshire SL2 3SL.

LEICESTERSHIRE
LEICESTERSHIRE MANOR HOUSE SCHOOL
Ashby-de-la-Zouch
(I.A.P.S.)
Required January, 1977, qualified ASSISTANT TEACHER for SENIOR FRENCH up to Public Schools Scholarship and Common Entrance standards; oral competence with audio visual methods essential and to coach Rugby Football.
Accommodation available.
Burnham Scale.
Government superannuation.
Apply the Headmaster with two references.

SHREWSBURY
FRENCH GRADUATE required in January or May, 1977, in Boys' I.A.P.S. Boarding School of 200. Much oral work done. Graduate or otherwise qualified teacher. Resident post.
Burnham salary and good pension scheme.
Apply, with references, to the Headmaster, Packwood Haugh, Ruyton XI Towns, Shrewsbury, SY4 1HX.

Music

Heads of Department

HAMPSHIRE
Qualified resident TEACHER required for this I.A.P.S. school in January or April, 1977, to fill the post of DIRECTOR OF MUSIC. The position has become vacant following internal promotion. Ability to teach middle and junior school English subjects essential and games coaching experience a definite advantage.
Class music throughout the school, the choir, the orchestra and the accompanying of chapel services are naturally the major features of the post, but the ability to stimulate a wide range of extra-curricular interests will also be required.
Please apply for further particulars, in writing, giving a curriculum vitae and the names of two recent referees to The Headmaster, [illegible] School, [illegible], near [illegible].

Other Assistants

CAMBRIDGE
KING'S COLLEGE SCHOOL
Required in January experienced peripatetic OBOE and CLARINET TEACHERS. I.R.M. recommended rate, plus travel expenses.
For further details, please apply in writing to Miss M. Turner, Director of Music, King's College School, West Road, Cambridge, CB3 9DN.

Pastoral

JERSEY
CHANNEL ISLANDS
ST. MICHAEL'S PREPARATORY SCHOOL
Jersey
(I.A.P.S. 150 children)
HOUSEMASTER (preferably married) required for September, 1977, to develop new boarding house for an initial six boys. The applicant should be a practising Christian, show initiative and drive in launching this new venture and enjoy planning extra curricular activities. Some part-time general teaching will be required, preferably History to C.E. and P.S.S. Self-contained flat available in the house. Burnham salary and Government Superannuation.
Apply in writing for further details stating experience and qualifications with two referees, one of which should be present employer.

PREPARATORY
continued

Physical Education

BATH
MONKTON COMBE (UNION) SCHOOL
Combe Down, Bath
Required January 1977, or Required for January, 1977, or Assistant MASTER (with some knowledge of Physical Education) with Diploma in PHYSICAL EDUCATION and TEACHER of MATHEMATICS as subsidiary subject to take charge of new and well equipped gymnasium in boarding school (1,145 boys, aged 11 to 18) and to teach French up to and 'O' level, specialist teaching for 'O' level Cricket also available. Salary above Burnham.
Bachelor accommodation available on generous terms.
(Government Pension Scheme.
Apply: Headmaster

Science

SURREY
Required January 1977, in I.A.E.S. boarding school, Surrey border, graduate SCIENCE MASTER to work to 'O' level standard and P.S.S. standard, together with some MATHEMATICS. Applicants who like games including rugger an advantage.
Burnham Scale and Government Superannuation.
Accommodation available.
Please apply to Headmaster, Belmont School, Holmbury St. Mary, Dorking, Surrey. Tel: Dorking 730622.

Other than by Subject Classification

BUCKINGHAMSHIRE
Experienced and qualified Nursery or Reception class TEACHER required in January for nursery class of recently reopened school.
House apply to Headmistress, Hedgerley Primary School, Copperkins Lane, Amersham, Bucks.

CHANNEL ISLANDS
VICTORIA COLLEGE
PREPARATORY SCHOOL
Jersey
Required for January, 1977: Qualified TEACHER to teach GENERAL HISTORY to boys. Interest and ability in Physical Education would be an added recommendation. Salary and superannuation per Burnham Scale for Jersey. Full particulars applications from Bursar, to whom applications should be returned by November 9, 1976.

HERTFORDSHIRE
BERKHAMSTED JUNIOR SCHOOL
(600 boys aged 10 to 13 years.)
Required for September, 1977, young resident TEACHER for one or more of the following subjects: MATHEMATICS, GEOGRAPHY, HISTORY.
The Junior School enjoys many of the facilities of the Senior School and works in close association with it on the same site.
Applicants should be unmarried and keen on football and cricket.
A resident House Mistress in a lovely detached building with her own flat.
Salary: Burnham Scale 2 with generous allowance for board and lodging.
Apply by letter enclosing curriculum vitae and giving names of two referees, to the Headmaster, Berkhamsted School, Berkhamsted, Herts. HP4 2HE.

KENT
ST. STEPHEN'S COLLEGE
North Foreland, Broadstairs
Qualified Junior TEACHER with interest and experience in Voluntary Service required for January, 1977, for small group of 7 to 9 year olds.
Burnham Scale. Residence available for lady teacher if desired.
Applications to the Principal Bursar by 12th November, 1976.

SOMERSET
KINGSWARTEN
Burnham in January, 1977, of recently reopened and well-equipped LAYSIDE for BLIND, mainly multi-handicapped children, boys and girls, aged 5 to 16 years. Applicants should have, or be undertaking, a recognised training in Teaching Blind Children. Experience with multi-handicapped children desirable. Some residential duties.
Burnham Scale plus London Allowance.
Applications including names and addresses of referees to Head-mistress, Wayfield School, Taunton, Somerset.

WARWICKSHIRE
KINGSTON PREPARATORY SCHOOL
Consultant young TEACHER of six-year-olds required for January, 1977. Music an advantage and experience with intelligent children in this age group essential.
Apply in writing to the Headmistress with copies of testimonials or names of two referees.
Warwick Preparatory School, Myton Road, Warwick. Tel: Warwick 4194.

WILTSHIRE
Young resident TEACHER required in Elementary School in January, 1977, to assist with MATHEMATICS plus TYPING and LATIN and ability to play GAMES.
Apply in writing to The Headmaster, Pinewood School, Bowden, near Swindon., Wiltshire.

WILTSHIRE COUNTY COUNCIL

SALISBURY

COLLEGE OF TECHNOLOGY

PRINCIPAL

(Group V–Salary £9,920)

On the retirement of the present holder, this post falls vacant from May 1, 1977. Applications are invited from graduates (or holders of equivalent qualifications) who have had varied and interesting experience of further education or educational administration.

Further particulars may be obtained from the Chief Education Officer, County Hall, Trowbridge, BA14 8JB, to whom applications should be returned by November 9, 1976.

Colleges of Further Education

Directors and Principals

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
JAGOE KRAMER COLLEGE
Vernon Street, Leeds 2
APPOINTMENT OF PRINCIPAL
(Second Advertisement)
Applications are invited from suitably qualified persons for the above-mentioned post. The College has a staff of 70 in Group 5 and one assistant, and is open to 2,000 part-time students. The College has a foundation course which would be an advantage.
Salary will be in accordance with Burnham Further Education Report (Group 5) and Pay Agreement dated 1st April, 1976, plus £1,000 per annum.
Application forms and further particulars may be obtained from the undersigned, to whom they should be returned by 8th November, 1976.

BERKSHIRE
MAIDENHEAD COLLEGE OF FURTHER EDUCATION
Oxford Road
Applications are invited for the following post, to be filled as soon as possible:—
LECTURER (or TEACHER) in charge of full-time and part-time courses in Hairdressing and other basic coloring courses. Initiative and enthusiasm for developing the College has a foundation. Degree and/or professional qualifications desirable.
LECTURER I or COMPUTER ASSISTANT to assist with teaching of computer science and to undertake duties in connection with the computer unit.
Applicants should have an appropriate degree and/or professional qualification and relevant experience. Application forms and further particulars may be obtained from the undersigned to whom they should be returned as soon as possible.

BOLTON
BOLTON TECHNICAL COLLEGE
Principal: A. J. Peace, B.Sc., Ph.D., A.R.I.C., F.Inst.P.
GENERAL EDUCATION
DEPARTMENT
LECTURER in HISTORY
SCIENTIFIC SUBJECTS
Applications are invited from graduates for the post of LECTURER I in SOCIAL and ECONOMIC HISTORY and GENERAL STUDIES.
Candidates should have a teaching qualification and preferably some teaching experience.
They must be willing to teach Social and Economic History to H.C.E. Ordinary level and also to teach a General Studies to part-time students in the College.
Salary (at present) £2,469 to £4,377 plus supplement of £312 per annum.
Application forms and further particulars of the post may be obtained from the undersigned, to whom they should be returned by Friday, the 29th October, 1976.
Senior Administrative Officer, Education Section, Technical College, Manchester Road, Bolton, BL2 1HD.

CENTRAL REGIONAL COUNCIL
EDUCATION DEPARTMENT
FALKIRK COLLEGE OF TECHNOLOGY
SENIOR LECTURER "A" in MANAGEMENT and ADMINISTRATIVE STUDIES
(Salary — £6,513 to £7,647 plus supplement)
Further details and application form may be obtained from the Director of Education, Viewforth, Stirling, Candidates should return completed forms as soon as possible. Principal: Tutor-Commissioner Hugh Taylor, Falkirk College of Technology, Grangemouth Road, Falkirk. Closing date 15th November, 1976.

CHESHIRE
SOUTH CHESHIRE COLLEGE
OF SECRETARIAL STUDIES
BUSINESS STUDIES
Salary £4,731 to £5,680.
The College, Dane Bank Avenue, Crewe. Telephone 60192.

COVENTRY (City of)
HENLEY COLLEGE OF FURTHER EDUCATION
Principal: H. Spence, B.Sc., Dip.Ed.
LECTURER (Grade ——) in Hotel and Catering Studies.
Required from 1st January, 1977 or as soon as possible thereafter.
The person appointed will be required to teach FOOD AND BEVERAGE CONTROL, DIETETICS, HOTEL ACCOUNTING and related CATERING subjects.
Consideration will be given to applicants who are Members of the H.C.I.M.A. by examination (or who hold a recognised equivalent qualification of similar standard) and have had considerable experience in the above-mentioned subject areas.
The person appointed will be required to teach both part-time courses and full-time courses, and the appointment is subject to the satisfactory completion of a period of probation.
Salary will be in accordance with Burnham Further Education Report (Group 5) and Pay Agreement dated 1st April, 1976, plus £1,000 per annum plus an additional payment of £312 per annum.
Further particulars and application forms from the Principal (enclosing a stamped addressed foolscap envelope) should be returned by Friday, 29th October, 1976 (closing date).

DERBYSHIRE
EDUCATION COMMITTEE
NORTH EAST DERBYSHIRE TECHNICAL COLLEGE
DEPARTMENT OF MINING
Applications are invited for the post of LECTURER in MINING TECHNOLOGY, MINING ELECTRICAL ENGINEERING and MINE SURVEYING.
Applicants should have a good honours degree in a relevant discipline, preferably allied to mining, and considerable experience in the industry and a desire to play a full part in such activities as H.N.C./D.M.S. courses and to assist in industrial liaison.
In addition to teaching duties, which will principally be in the fields with which the successful candidate will have obtained personal qualifications, he will be expected to undertake such other duties as may be reasonably required by the Principal.
Salary will be in accordance with Burnham Further Education Report (Group 5) and Pay Agreement dated 1st April, 1976, plus £1,000 per annum.
Application forms may be obtained from the Principal, to whom they should be returned by Friday, 29th October, 1976.

DERBYSHIRE
County Division of
Further Education
DEPARTMENT OF
FURTHER EDUCATION
Applications are invited for the following posts:—
HEAD OF DEPARTMENT (Technical Studies)
Part-time courses will be required in Mechanical Engineering, Electrical Engineering, Building, Science, Mathematics, Computer Science and Liberal Studies. Salary £6,513 to £7,647 plus £312 per annum.
LECTURER GRADE II (Technical Studies)
Part-time courses will be required in Mechanical Engineering, Electrical Engineering, Building, Science, Mathematics, Computer Science and Liberal Studies. Salary £2,469 to £4,377 plus £312 per annum.
Further particulars and application forms may be obtained from the Director of Education, County Hall, Matlock, Derbyshire DE4 3AG, to whom they should be returned by 15th November, 1976.

Other Appointments

BARNET
(London Borough of)
HENDON COLLEGE OF FURTHER EDUCATION
The Burroughs, Hendon, N.W.4
DEPARTMENT OF SCIENCE AND TECHNOLOGY
LECTURER I in MATHEMATICS, STATISTICS and COMPUTER SCIENCE required for January, 1977. A degree containing at least 50% of the above subjects together with teaching experience on courses leading to A.C.A., A.C.C.A., and O.N.D. (Technology and Business Studies) is expected.
Closing date ten days from the appearance of this advertisement.
J. Dawkins, Director of Educational Services.

BARNET
(London Borough)
HENDON COLLEGE OF FURTHER EDUCATION
The Burroughs, London NW4 4BT
DEPARTMENT OF COMMERCIAL STUDIES
Required for January, 1977 :—
LECTURER to teach BOOKKEEPING, ACCOUNTING and BUSINESS STUDIES. Subjects with A graduate or equivalent with professional qualifications such as chartered accountant, would be suitable. Teacher training or technical experience would be an advantage but some business experience highly desirable.
Full removal expenses may be paid in approved cases.
For details, please send a large stamped, addressed envelope to the Principal at the above address.
Closing date 14 days from the appearance of this advertisement.
J. Dawkins, Director of Educational Services.

BEDFORDSHIRE
EDUCATION SERVICE
BARNFIELD COLLEGE
New Bedford Road, Luton
LECTURER in ECONOMICS with some ACCOUNTS to O.N.C./H.N.C. standard and
LECTURER in MATHEMATICS required for September, 1977. Applicants should have a degree or equivalent qualification and be willing to teach mathematics to H.N.C. standard.
Further details and application forms may be obtained from the Principal, Barnfield College, New Bedford Road, Luton, Beds. LU2 7BF. Closing date 15th November, 1976.

DUDLEY
DUDLEY TECHNICAL COLLEGE
Broadly required :—
LECTURER, Grade I, in LIBERAL STUDIES.
Person appointed will be required to teach Liberal Studies with emphasis on Social Sciences to students in part-time courses.
Lecturer, Grade I, salary £3,513 to £4,377 per annum.
Further details and application forms obtainable from the Principal, Dudley Technical College, The Broadway, Dudley, West Midlands DY1 4AS. Closing date, 5th November, 1976.

HAMPSHIRE
HAMPSHIRE AUTHORITY
SOUTHAMPTON SCHOOL OF NAVIGATION
The Southampton School of Navigation has vacancies for THREE LECTURERS with effect from 1st January, 1977. Applications are invited from suitably qualified persons in NAVIGATION, LAW, MANAGEMENT, SHIP and CARGO HANDLING and SEAMANSHIP.
All applicants must either quote their qualifications for registration within the above range.
Three posts are offered at Lecturer I level and within the Burnham Further Education Report according to experience and qualifications, and initial salaries will be offered.
Qualifications Extra Assistant Officials at an appropriate degree, Extra Master's and Extra Chief Engineer's certificate will be considered as an alternative to a degree.
Applicants must be prepared to undertake some sea service.
Application forms and further particulars may be obtained from the undersigned to whom they should be returned as soon as possible.

BOLTON
BOLTON TECHNICAL COLLEGE
Principal: A. J. Peace, B.Sc., Ph.D., A.R.I.C., F.Inst.P.
GENERAL EDUCATION
DEPARTMENT
LECTURER in HISTORY
SCIENTIFIC SUBJECTS
Applications are invited from graduates for the post of LECTURER I in SOCIAL and ECONOMIC HISTORY and GENERAL STUDIES.
Candidates should have a teaching qualification and preferably some teaching experience.
They must be willing to teach Social and Economic History to H.C.E. Ordinary level and also to teach a General Studies to part-time students in the College.
Salary (at present) £2,469 to £4,377 plus supplement of £312 per annum.
Application forms and further particulars of the post may be obtained from the undersigned, to whom they should be returned by Friday, the 29th October, 1976.
Senior Administrative Officer, Education Section, Technical College, Manchester Road, Bolton, BL2 1HD.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT COLLEGE OF FURTHER EDUCATION
Brook Street, Tonbridge, Kent
Surrey-Kent HOSPITAL AND SOCIAL SERVICES DEPARTMENT
Applications are invited from persons possessing good academic and professional qualifications in social work.
Lecturer I in Social Work and further education is required to assist in the training of social workers in the Social Services Department, take responsibility for the administration of Social Services and Para-Medical Care courses, and liaise with Local Authorities in order to sponsor a Certificate in Social Service Course.
Salary £3,951 to £5,955, starting point dependent upon qualifications and experience. No terms, letter of application giving personal details to the Chief Administrative Officer, West Kent College of Further Education, Brook Street, Tonbridge. From whom further details can be obtained.

KNOWSLEY
(Metropolitan Borough of)
KIRBY COLLEGE OF FURTHER EDUCATION
Cherryfield Drive
Appointment of
TUTOR LIBRARIAN
Commencing January 1st, 1977
Applications are invited for the above post. Candidates should be graduates, preferably with a university degree and experience in college library administration. Training in science and technical work would be an advantage, with ability to assist readers in all subject areas in accordance with the Burnham (Further Education) Report (Group 5) (Grade I).
Further details and forms of application may be obtained from the Borough Education Officer, Municipal Buildings, Huyton, Roy Road, Huyton, Knowsley, Merseyside L36 9YD. Completed forms should be returned by November 10th.

LANCASHIRE
EDUCATION COMMITTEE
LANCASTER AND MORECAMBE COLLEGE OF FURTHER EDUCATION
Morecambe Centre
LECTURER I in GEOGRAPHY/RADIOGRAPHY
LECTURER II in GEOGRAPHY
Closing date
Further details from the Principal at the College.

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
PARK LANE COLLEGE OF FURTHER EDUCATION
Park Lane, Leeds LS3 1AA
Telephone: Leeds 454971
Principal: L. D. Hume, M.Sc., F.R.I.C.
TUTOR LIBRARIAN
Applications are invited from trained librarians with relevant experience for the post.
Salary in accordance with Lecturer Grade — but on a Qualifications at Service.
Application forms and further details from the Principal. Closing date 16 days after appearance of advertisement.

LEICESTERSHIRE
NORTH WEST LEICESTER TECHNICAL COLLEGE
Coalville
LECTURER I — ENGINEERING
Post vacant from 1st January, 1977.
APPLIED TECHNOLOGY and PRACTICE
Good industrial experience essential.
Salary £2,721 to £4,689 (under review).
Further details from the Principal.

LEICESTERSHIRE
WIGSTON COLLEGES OF Station Road, Wigston Magna, Leicester
DEPARTMENT OF Part No. 11/76/77
LECTURER II (Temporary) required as soon as possible to teach BUSINESS STUDIES to R.S.A. Stage II standard and Intermediate Certificate in Business Studies. Applicants should have appropriate qualifications and experience.
Salary in accordance with Burnham (Further Education) Report (Group 5) (Grade I) plus £312 per annum.
Application forms and further particulars from the Principal, Wigston College of Further Education, Station Road, Wigston Magna, Leicester LE8 2DH. Closing date 15th November, 1976.

LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY-PRINCE OF WALES COLLEGE
Bidborough Street, Euston Road, London WC1H 9AL
DEPARTMENT OF SECRETARIAL STUDIES
LECTURER, Grade I, required in January, 1977, to teach shorthand, typewriting and secretarial subjects, mainly to full-time students within the range Pitman 2000 to Pitman Shorthand Teacher's Diploma standard. Salary in accordance with Burnham Further Education Report (Group 5) (Grade I) (£4,377 to £5,493).
Application form from Principal, 5th November, 1976.

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH EAST LONDON COLLEGE
DEPARTMENT OF CONSTRUCTION
LECTURER II (Building) (Part Time)
Applications are invited from persons who hold an Advanced Craft Certificate in Building and Guilds of London Institute or equivalent qualification and teaching science to craft students on day release courses in an appropriate subject or subjects. Applicants should have a good knowledge of practical needs of the building industry.
Opportunities exist for consideration of the person appointed to take charge of certain teaching methods.
Salary will be in accordance with Burnham Further Education Report (Group 5) (Grade I) (£4,377 to £5,493 plus supplement of £312 per annum) plus an additional allowance of £1,000 per annum.
Application forms may be obtained from the undersigned to whom they should be returned within 14 days from the appearance of this advertisement.

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH WEST LONDON COLLEGE
PROFESSIONAL DEVELOPMENT DEPARTMENT
A vacancy will occur in January, 1977, for a LECTURER I to lead Liaison and related courses.
Applications are invited from Graduates in English or Geography or Economics or Social Science with some experience of teaching and social work. Salary scale within the range £3,951 to £5,955 per annum. Application forms and further particulars from the Staff Appointments Officer, South West London College, Ormond Avenue, Hampton Court, Surrey. Application forms should be returned within 14 days of the appearance of this advertisement.

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTHWARK COLLEGE
The Cut, London SE1
Required from January, 1977, a TEACHER of BOOKKEEPING, ACCOUNTING and BUSINESS STUDIES to part-time students.
Salary in accordance with Burnham Further Education Report (Group 5) (Grade I) (£4,377 to £5,493 per annum) plus £312 per annum supplement.
Application forms and further particulars from the Principal, Southwark College, The Cut, London SE1 8LE. Closing date 15th November, 1976.

LOTHIAN REGIONAL COUNCIL
WEST LOTHIAN COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER
Salary £6,513 to £7,647
Applications should be qualified and experienced in Mechanical Engineering and should be prepared to undertake duties in connection with Craft and Technician courses in Mechanical Engineering and Engineering Science. Applicants should be prepared to undertake duties in connection with Day Release courses and Block Release courses.
Application forms and further particulars may be obtained from the Director of Education, County Buildings, Linlithgow, West Lothian EH49 7EX, to whom they should be returned within 14 days of the appearance of this advertisement.

NOTTINGHAMSHIRE
BOARD OF GOVERNORS OF THE NOTTINGHAM COLLEGE OF FURTHER EDUCATION
Applications are invited for the following posts:—
LECTURER I in MATHEMATICS
LECTURER I in MATHEMATICS and COMPUTER SCIENCE
LECTURER I in MATHEMATICS, STATISTICS and COMPUTER SCIENCE
Applicants should have a degree or equivalent qualification and be willing to teach mathematics to H.N.C. standard.
Salary will be in accordance with Burnham Further Education Report (Group 5) (Grade I) (£4,377 to £5,493) plus £312 per annum supplement.
Application forms and further particulars may be obtained from the undersigned, to whom they should be returned by 8th November, 1976.

EASTBOURNE COLLEGE OF FURTHER EDUCATION

Principal

The Authority wish to appoint as soon as possible a Principal for this Group 4 college in succession to Mr. F. H. Murray, who retired recently.

Further information is available from the Chief Education Officer, P.O. Box 4, County Hall, Lewes, East Sussex, and completed applications should reach him by 8th November, 1978.

East Sussex

Redbridge Technical College
Little Heath, Barley Lane, Romford, Essex RM6 4XT
Principal: A. G. Hall, BSc(Econ), DPA, FCIS, CertEd

Required as soon as possible:

Lecturers I in:

a) Economics/Statistics

b) Accounts/Data Processing

c) Secretarial Skills

d) English/Communications

Forms of application and further particulars are available from the Principal at the above address.

Education Department
FURTHER EDUCATION
GARRETTS GREEN TECHNICAL COLLEGE
Garretts Green Lane, Birmingham B33 0TS
DEPARTMENT OF BUSINESS STUDIES AND GENERAL EDUCATION

LECTURER GRADE I required for the period until August 31, 1977, to teach English and General Studies mainly to Mechanical and Electrical Engineering Craft and Technician students. Ability to teach one or more "O" and "A" level GCE subjects would be an advantage.

MATTHEW BOULTON TECHNICAL COLLEGE
Sherlock Street, Birmingham B5 7DB

(a) LECTURER I IN LAW
Applications are invited from Law graduates to teach General Principles, with opportunity to offer specialized aspects of Law, on a wide range of professional and business studies courses in the Department of Business and Public Administration. Duties to commence on January 1, 1977.

(b) LECTURER II. TUTOR LIBRARIAN (readvertisement)
Required to take charge of the College Library and assist with tutorial duties. Applicants must be qualified librarians and previous experience within an educational establishment will be considered an advantage.

SALARY SCALES for the above posts :—
LECTURER GRADE I : £2,469 to £4,377 (plus £312 supplement). Commencing salary according to qualifications and experience.
LECTURER GRADE II : £3,279 to £5,493 (plus £312 supplement).

Application forms and further particulars obtainable from the Principal of the appropriate College to whom they should be returned as soon as possible.

There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

Colleges and Departments of Art

CLEVELAND
(County of)
EDUCATION COMMITTEE
REDCAR COLLEGE
OF ART
Principal: Derrick Hawley N.D.D., A.T.D., F.R.S.A.
Secretary of Studies: Neville Hallam, B.D., A.R.C.A.
LECTURER II (SENIOR) in GRAPHIC DESIGN
Applications are invited for the above post from persons who have had teaching and some administrative experience in Graphic Design and who will possess a standard of work in multi-visual design.
The person appointed will be responsible for the introduction of the new Diploma in Applied Design course in Visual Communication. Some knowledge of or connection with Television and Film Graphics would be an asset.
Salary Scale: £3,279 to £5,955, plus £312 per annum.
Application forms and further details may be obtained from the Principal, Redcar College of Art, 30 West Dyke, Redcar, Cleveland.
Telephone: Middlesbrough 821484 (Answering service).
Completed application forms should be returned to the Principal, Teesside College of Art, by November 26, 1976.

DEVON
EDUCATION COMMITTEE
SOUTH DEVON TECHNICAL COLLEGE
SCHOOL OF ART
Torquay
Required in January, 1977 :—
LECTURER II (or LECTURER I in exceptional circumstances) in ENGLISH LANGUAGE and LITERATURE.
A GRADUATE, or a person with professional qualifications, in PHYSICS.
A Specialist in Teaching Mathematics and ECONOMICS to teach students on secretarial and business studies courses. Preference given to applicants who have successfully completed a course of teacher training.
Assistance with removal and resettlement expenses in approved cases.
Salary: £2,469 to £4,377 plus Supplement £312 per annum.
Particulars and form from Headmaster, to be returned within 14 days.

WOLVERHAMPTON
(Metropolitan Borough of)
WULFRUN COLLEGE OF FURTHER EDUCATION
LECTURER Grade I, in DEPARTMENT of CHILD-CENTRED STUDIES
A full range of courses is offered for professionals and voluntary workers in a wide variety of child-care situations.
Applicants must therefore be committed to teach in one or more of these areas: Psychology, Sociology of early childhood, speech, development and care of young children.
Salary £3,951 to £4,689 (including Supplement).
Further details and application form obtainable from The Principal, Wulfrun College of Further Education, Westfield Road, Bilston WV14 6ES, to whom completed forms must be returned within 14 days of this advertisement.

SOUTHAMPTON
COLLEGE OF ART (DARING Hamble
Vacancies exist for
LECTURER II in ENGLISH LANGUAGE
A GRADUATE in PHYSICS
A Specialist in Teaching Mathematics to Students in Business Studies.
The appointment will be for a period of up to twelve months in the first instance, with the salary and conditions to be laid down according to age and experience.
Applications in writing to the Principal.

STAFFORDSHIRE
EDUCATION COMMITTEE
ILEA COLLEGE OF TURTLE EDUCATION
Applications are invited for the post of TUTOR LIBRARIAN to commence duties on January 1, 1977, or earlier if possible.
Applicants should hold the A.L.A. or equivalent qualification in the library context.
The person appointed will be responsible for the development of further College Library. Salary Scale: Lecturer, Grade I, £3,951 to £4,689 per annum.
The point of entry to the scale will depend upon previous experience, and qualifications and allowances are made for removal and lodging expenses.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union.
Further details and application forms may be obtained from the Principal, Stafford College of Further Education, Stafford College, Earl Street, Stafford ST16 2RA, to whom completed forms should be returned within 14 days from the appearance of this advertisement.

SURREY
EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Surrey KT17 3DS
Principal: Dr. Barrie Price, B.Sc., Ph.D., C.Eng., M.I.E.E., F.I.M.A.
LECTURER in CHEMISTRY
A GRADUATE, or a person with professional qualifications, in CHEMISTRY required as soon as possible, preferably with experience in teaching A level courses.
Salary (Lecturer I £3,951 to £4,689 plus £312 supplement).
Application forms and further particulars from the Vice-Principal. Applications to be returned as soon as possible.

SURREY
ROYAL NATIONAL INSTITUTE FOR THE BLIND
Bolsover, Reigate
Vocational Guidance Centre, TUTOR required for teaching ENGLISH and ECONOMICS to educationally blind students.
See advertisement in "Special Schools" section.

WEST SUSSEX
SOUTH DOWNS COLLEGE OF FURTHER EDUCATION
Required as soon as possible, LECTURER in ENGLISH LANGUAGE and ECONOMICS to teach students on secretarial and business studies courses. Preference given to applicants who have successfully completed a course of teacher training.
Assistance with removal and resettlement expenses in approved cases.
Salary: £2,469 to £4,377 plus Supplement £312 per annum.
Particulars and form from Headmaster, to be returned within 14 days of receipt of self-addressed envelope.

WOLVERHAMPTON
(Metropolitan Borough of)
WULFRUN COLLEGE OF FURTHER EDUCATION
LECTURER Grade I, in DEPARTMENT of CHILD-CENTRED STUDIES
A full range of courses is offered for professionals and voluntary workers in a wide variety of child-care situations.
Applicants must therefore be committed to teach in one or more of these areas: Psychology, Sociology of early childhood, speech, development and care of young children.
Salary £3,951 to £4,689 (including Supplement).
Further details and application form obtainable from The Principal, Wulfrun College of Further Education, Westfield Road, Bilston WV14 6ES, to whom completed forms must be returned within 14 days of this advertisement.

HERTFORDSHIRE
COUNTY COUNCIL
HERTFORDSHIRE COLLEGE OF ART AND DESIGN
Hatfield Road, St. Albans Hertfordshire
Telephone: St. Albans 54414
Part-time LECTURER required in January for Printed Textiles, Lithography, Etching, Silk-screen, to work with Foundation Course Teachers, Workers and Adults.
Applicants should submit curriculum vitae and names and addresses of two referees to the Principal (by 6th November, 1976).

Sheffield Education

SHIRECLIFFE COLLEGE
SHEFFIELD

Applications are invited from suitably qualified persons for the following posts

Department of Mechanical Services

SENIOR LECTURER—PLUMBING
To co-ordinate, lead curriculum development and teach plumbing courses at Craft, Advanced Craft and Technician level. Applicants must have had teaching experience.

LECTURER GRADE I—HEATING AND VENTILATING ENGINEERING
To teach in the main Heating and Ventilating Engineering Craft and Pipe Welding Advanced Craft courses. The ability to offer some teaching at technician level would be an advantage

Department of Construction Practice and Supervisory Studies

LECTURER GRADE I—PAINTING AND DECORATING
To teach Painting and Decorating and Associated Subjects to City and Guilds Advanced level and assist in the development of other related courses. Some Interior Design experience would be an advantage

LECTURER GRADE I—CARPENTRY AND JOINERY/MACHINE WOODWORKING
To teach Carpentry and Joinery, Machine Woodworking and Technology up to Advanced Certificate level on City and Guilds and Standard Scheme Courses.

LECTURER GRADE I—TROWEL TRADES/HIGHWAYS
To teach brickwork practice and technology up to Advanced Certificate level on City and Guilds and Standard Scheme Courses and may be required to assist in the teaching of other trowel trades courses

Applicants will be expected to have had good and varied industrial experience and hold appropriate qualifications. Teacher training would be an advantage.

Salary scales :—
Senior Lecturer—£5,343-£6,267 p.a. plus £312 p.a. supplement.
Lecturer Grade I—£2,469-£4,377 p.a. plus £312 p.a. supplement.

Application forms and further particulars may be obtained from the Chief Administrative Officer, Shirecliffe College, Shirecliffe Road, Sheffield, S5 8XZ, Tel. No. Sheffield (0742) 78301 to whom completed applications should be returned within 10 days of the appearance of this advertisement.

POLYTECHNIC OF THE SOUTH BANK

Head of Department of Languages

(re-advertisement)

Applications are invited for the post which carries the salary for Head of Department Grade V, within the range

£8,109 to £8,673 inclusive of London Allowance

Previous applications will be reconsidered on request by the applicant.

Further particulars and application form from the Staffing Officer, Room 955, Polytechnic of the South Bank, Borough Road, London SE1 0AA. Telephone 01-928 8989.

ABERDEEN
ROBERT GORDON'S INSTITUTE OF TECHNOLOGY

SCHOOL OF SOCIAL STUDIES
SENIOR LECTURER

Senior Lecturer in Public Administration to contribute to established courses and act as Course Leader for Social and Public Administration option of proposed degree in Social Studies.

Applicants should have Honours or higher degree in Public Administration, or related disciplines, and practical experience.

Salary in range £6,312 to £8,028 per annum.

Assistance with removal expenses.

Details from Chief Administrative Officer, Robert Gordon's Institute of Technology Schoolhill, Aberdeen AB9 1FR

Merton Technical College

Head of Department

Catering and Home Economics Grade II

Forms and particulars from Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey.

R. GREENWOOD, M.A.(Oxon), F.R.S.A.
Director of Education
and Clerk to the Governors

West Glamorgan County Council

Institute of Higher Education

School of Construction

Lecturer I in Plastering (Temporary)

Applications are invited from suitably qualified persons to teach Theory and Practice up to Advanced Craft Certificate level. Candidates should have good craft qualifications and relevant industrial experience.

The post will be temporary for one year in the first instance.

Salary £2,469 to £4,377 plus £312 supplement.

Application forms are available from the undersigned on receipt of a stamped addressed foolscap envelope quoting post reference IHE/1.18.76.

CLOSING DATE. The closing date for receipt of completed *application forms is* Friday, November 5, 1976. JOHN BEALE, Director of Education, Education Dept., Princess House, Princess Way, Swansea.

Social Services

senior instructor/ instructress

£2,529-£3,282 plus £312 supplement

Required for the new Adult Training Centre in Bingham. The successful candidate (male or female) must hold the Diploma for Teachers/ Instructors of Mentally Handicapped Adults, and should have long experience of working with the mentally handicapped. Craft or trade qualifications would be an advantage, and an interest in Art, Music, Physical Education or other leisure activities would be useful.

Generous assistance will be given with the expenses incurred in moving house in accordance with the Council's scheme.

Application forms available from: Mr. E. G. Cullman, Director of Social Services at County Hall. Please quote ref. JIS/277/145.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

WALSH MANOR
CROWBOROUGH

Building is nearing completion at this Community Home with Education to provide a living/earning setting for 56 boys (10 to 16 years) for the South-east Region. The architectural concept is unique to provide for work with small groups of eight with excellent facilities for creative pursuits.

Opportunities for gaining group work experience in a multi-disciplinary team as follows:-

DEPUTY PRINCIPAL

Vacancy due to promotion of present holder to headship. £5,067 to £6,228 JNC Former Approved School conditions of service.

DOMESTIC BURSAR

Preferably experienced and qualified in institutional management or child care at a senior level.

£3,678 to £4,014 JNC conditions of service.

GROUPWORKERS

Trained social workers required for this multi-disciplinary team of well-qualified staff providing for the needs of children in care. Candidates should be able to offer a variety of skills including some particular qualification/experience/interest.

Salary scale in accordance with Burnham Scale (plus allowance) or SJAC Senior Grade £2,919 to £4,269.

Accommodation available for married or single candidates. Duties to commence as soon as possible, or at latest May 1, 1977.

Informal enquiries to Arthur Laycock, Principal, Crowborough 3281.

Application forms from the Divisional Director, Social Services Department, 25 North Street, Hailsham, Sussex.

East Sussex

COLLEGES AND DEPARTMENTS OF ART continued

LONDON

INNER LONDON EDUCATION AUTHORITY

CAMBERWELL SCHOOL OF ART AND CRAFTS
Peckham Road, SE5 8UF

SENIOR LECTURER
Department of Textiles

The Department offers courses for B.A. (Hons.) Degrees of the Council for National Academic Awards.

The person appointed will, in addition to his own teaching duties, be required to coordinate, plan and assist with the supervision and organisation of all teaching of Printed Textiles throughout the Department.

Candidates should preferably be practising designers with appropriate qualifications, should have industrial and teaching experience, Salary within the range £5,643 to £6,498 inclusive of supplement and £462 inner London allowance.

Further details and application form may be obtained from the Senior Administrative Officer at the above address and should be returned within 14 days of the appearance of this advertisement.

Polytechnics

PORTSMOUTH

THE POLYTECHNIC
FACULTY OF EDUCATIONAL STUDIES

TEMPORARY LECTURER required for a period of three years commencing 1st April, 1977, to assist with the professional education of Post School students and teachers. Sound experience working with young children essential. Experience in pre-school education desirable. Evidence of advanced study and potential contributions to wider aspects of the work of the School will be welcome.

Salary scale: Lecturer II/Senior Lecturer £5,631 to £6,543 (efficiency bar) to £6,737 per annum.

Application forms and further particulars may be obtained from the Staff Office, Portsmouth Polytechnic, Alexandra House, Museum Road, Portsmouth PO1 2QQ, to whom completed applications should be returned by 5th November, 1976. Please quote Ref. VC.

Universities

AUSTRALIA

ADELAIDE COLLEGE OF ADVANCED EDUCATION
South Australia

The College is situated in the City centre of Adelaide and offers courses providing academic and professional training for teachers in secondary schools in arts, sciences, economics, commercial studies, music, drama, physical education and school librarianship. Programmes are offered to full-time, part-time and external (correspondence) students. At present the College awards its own Diploma in Education and Bachelor of Education degree, which is scheduled for termination in 1979.

Applications are invited for the following:

LECTURERS or ASSISTANT LECTURERS in SECRETARIAL STUDIES
(Two posts)

The Secretarial Studies Department offers a major and a sub-major in undergraduate teacher education programmes covering the principles and practice of shorthand (Pitman 2000 and New Era) and typewriting; stenography; audio-typing; law and procedures of meetings; Pitman Script; creative typewriting; modern methods of communication; office procedures; the historical development of secretarial work and the related teaching methodologies. Professional undergraduate programmes in secretarial studies in addition to teacher education are being considered.

Applicants for both posts should have appropriate tertiary qualifications and be able to teach in most of these areas. The ability to communicate well especially with students, is essential. Teaching experience at tertiary or secretary level is essential and office experience is desirable.

One post is for a vacancy from January 1, 1977. It is essential that appointment to this post be made by as early as possible thereafter. The other post is the building of the programme which will become vacant upon the making of a 1977 offer on the retirement of the present occupant. Applications for this post may be considered for early 1977 depending on the availability of the appointee.

Although both posts are seen as continuing appointments, limited contracts may be available. Applicants should indicate their preferences.

Salary scales are at present Assistant Lecturer $10,000 to $12,750; Lecturer $12,750 to $15,250. Appointees will be given credit on increments for relevant experience.

Applications close 30th November, 1976.

Further information and application forms may be obtained from the Academic Registrar, Adelaide College of Advanced Education, Sturt Road, Bedford Park, South Australia 5042. Telephone 275 0911.

LONDON

THE GOVERNORS invite applications for the post of DEAN OF THE FACULTY OF EDUCATION

The Governors invite applications for the post of Dean of the Faculty of Education. The Dean will be responsible for coordinating the work of the Faculty in relation to the Academic Registrar, Heads of Departments and Heads of Divisions in the Faculty, and for representing the Faculty on the Academic Board and other committees of the College. He will be expected to play a full part in the development of the College's academic policy and to take a leading role in the development of the Faculty's research and consultancy activities.

Applicants should have had experience of teaching in higher education and a record of research and publication.

Salary: Professorial scale £8,280 to £9,660 per annum.

Further particulars and application forms may be obtained from the Secretary, Roehampton Institute, Roehampton Lane, London SW15 5PU. Telephone 01-876 6431.

Fellowships Studentships and Research Awards

LONDON

ROYAL COLLEGE OF MUSIC

Three-year Research Fellowship from October/January 1977, to maintain and promote Sir Henry Wood's Library of Orchestral Instruments, being purchased from Carpi Musical Society, Bologna.

Successful candidate will be good string player and skilled in organisation and public relations. Salary scale £3,174 rising £393 to £3,831 plus London allowance £250 (scale under review).

Further particulars and application form from Assistant Registrar, Royal College of Music, Prince Consort Road, London, SW7 2BS. Closing date for completed applications November 12.

Colleges of Higher Education

ATHROFA GOGLEDD-DD CYMRU

THE NORTH E. WALES INSTITUTE OF HIGHER EDUCATION

SCHOOL OF MATHEMATICS, STATISTICS AND COMPUTING

LECTURER II (Scale £3,279 to £5,955 plus £312 per annum)

Salary Supplement.

Applications are invited for the above post from persons holding a degree in Mathematics and/or Statistics.

Further particulars and application forms may be obtained from the Admin. Officer, Coleg Normal, Connah's Quay, Deeside, Clwyd. LL5 4DP, and should be returned by 1st November.

BUCKINGHAMSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
BUCKINGHAMSHIRE COLLEGE OF HIGHER EDUCATION
Queen Alexandra Road,
High Wycombe, Bucks.

Principal: Gerald Everett, B.A., Dip.Ed.

SCHOOL OF ART AND DESIGN, HIGH WYCOMBE AND AMERSHAM

FOUNDATION STUDIES

Lecturer required to teach foundation courses and assist with administration.

Further information and application forms available from Head of School, write or telephone High Wycombe 26145. Please enclose stamped addressed envelope.

Colleges of Education

BIRMINGHAM

WESTHILL COLLEGE OF EDUCATION
Selly Oak, B29 6LL
Principal: Alan G. Rainford, M.Ed., M.A.

LECTURER/SENIOR LECTURER IN EDUCATION
(Special Education)

Applications are invited for appointment as a University Senior Lecturer in Education, with special reference to the education of severely mentally handicapped children. The successful candidate will be a member of a team with responsibility for the initial training of teachers (i.e. non-graduates) and N.Ed. with a new Mental Subnormality option, and a full-time advanced diploma course for qualified teachers, and in-service courses. Candidates should have good academic qualifications in the appropriate field of special education psychology and experience of severely mentally handicapped children. It is hoped to make an appointment to take effect from 1st January, 1977, or as soon as possible thereafter.

Applications should be made as soon as possible to the Principal from whom further information may be obtained. Salary will be in accordance with the Burnham Scales.

BIRMINGHAM

ST. PETER'S COLLEGE
(Church of England College of Education)

Principal: Rt. Rev. Launcelot Fleming, M.A., D.D., Lord Bishop of Birmingham as Visitor

LECTURER IN CREATIVE AND EXPRESSIVE ARTS

Applications are invited for the above post from graduates with qualifications in Art and Design and experience in teaching Art and Craft in Primary Schools. Ability to teach Pottery and Weaving would be an advantage.

Salary Scale: Lecturer II £3,279 to £5,955 plus £312 per annum.

Further particulars and application forms may be obtained from the Principal, St. Peter's College, Saltley, Birmingham B8 3TE.

LANCASHIRE

EDGE HILL COLLEGE OF HIGHER EDUCATION
St. Helens Road, Ormskirk, Lancashire L39 4QP

Principal: Miss Elizabeth Kelly, M.A.

LECTURER IN CHEMISTRY

Applications are invited for the above post from graduates with qualifications in Chemistry. The successful candidate will be required to teach Chemistry to students in the College Primary, Secondary and Further Education courses, and to assist in the development of Science Education in the College. Salary Scale: Lecturer II £3,279 to £5,955 plus £312 per annum.

Date of appointment: 1st January, 1977, or as soon as possible thereafter.

Further details and application forms may be obtained from the Principal, to whom completed forms should be returned by 1st November, 1976.

LONDON

THE LONDON COLLEGES OF DIVINITY

LECTURER IN CHURCH HISTORY

Applications are invited for the above post tenable from January 1977 or as soon as possible thereafter.

Salary scale £3,279 to £5,955 plus £312 per annum.

Further particulars and application forms may be obtained from the Secretary, The London Colleges of Divinity, Lincoln's Inn Fields, London WC2A 3PH. Telephone 01-405 8641.

Closing date for receipt of completed applications 15th November, 1976.

Adult Education

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

Appointment of TUTOR for the ADULT LITERACY PROGRAMME

Applications are invited for the post of TUTOR for the Adult Literacy programme at Dartford. The post will be on Scale 3 (London Allowance) £2,952 rising to £3,477 plus £312 supplement, and will start on 1st January, 1977, or as soon as possible thereafter. A responsible person of the type for Adult Literacy will be in charge of a programme of small group tuition for adult non-readers, established as a base for this work and to offer training and professional support to voluntary tutors. The post will be based in a purpose-built adapted Adult Education Centre and will be responsible to the Principal.

Further particulars and application forms (enveloped for return) may be obtained from the Adult Education Officer, Lowe House, Dartford DA1 2AZ.

Slough College of Higher Education

SCHOOL OF CONSTRUCTION
QUANTITY SURVEYOR
(Re-advertisement)

Applications are invited for the following appointment which will be effective as soon as possible:

LECTURER GRADE II/SENIOR LECTURER
Salary £3279 - £6966 Plus £312 pa plus £780 pa

Candidates should hold a degree and/or professional qualifications together with wide industrial or local government experience and will be expected to lecture in quantity surveying and construction management studies.

Application forms and further particulars from the Vice Principal, Slough College of Higher Education, Wellington Street, Slough SL1 1YG. Telephone Slough 34585.

Closing date for receipt of completed application forms is 8th November 1976.

CALLENDAR PARK COLLEGE OF EDUCATION FALKIRK

LECTURER IN EDUCATIONAL PSYCHOLOGY

Applications are invited for a vacancy in the Department of Educational Studies from those with qualifications in Educational Psychology. The person appointed will be expected to take up duties on January 1, 1977, or as soon as possible thereafter.

Salary scale: £3,628 to £6,807.

Further information and forms of application may be obtained by post from the Principal, to whom completed forms should be returned by Friday, November 5, 1976.

Callendar Park College of Education
Falkirk FK1 1YS

CHESTER

CHESTER COLLEGE OF HIGHER EDUCATION

DEPUTY PRINCIPAL

Applications are invited from suitably qualified men and women for the post of DEPUTY PRINCIPAL to take up duty in May, 1977.

Candidates should have a good honours degree or equivalent professional qualifications, together with relevant experience.

The salary, which is within Group 6, is in accordance with the Burnham Further Education Salaries Report and is currently £8,862 per annum.

Further particulars may be obtained from The Clerk to the Governing Body, Chester College, Cheyney Road, Chester, CH1 4BJ, to whom applications should be forwarded by 31st October, 1976.

Higher Education
Higher Education
Higher Education

for complete coverage- read

THE TIMES
Higher Education
SUPPLEMENT

Obtainable at newsagents every Friday—Price 15p

DEVON SOCIAL SERVICES

Northbrook School, Exeter

A TEACHER FOR REMEDIAL EDUCATION

Is required to supervise and participate in providing a study programme for pupils who cannot follow an external examinations programme. A lively and imaginative approach is required to assist small numbers of children needing real help in this Community Home School catering for up to 60 boys between 14 and 16 years of age. Though the school caters only for boys, equal consideration will be given to suitably qualified men and women candidates.

The School is pleasantly situated in its own grounds of some 20 acres on the outskirts of the City of Exeter. There is the possibility of housing being made available at a rental of £204 p.a.

The successful candidate would be expected to fully enter into the life of this residential school. This would entail undertaking additional duties on two evenings per week and on every third weekend, and for these duties an additional payment is made.

The position becomes available from January 1, 1977. SALARY. Burnham 1 plus £312 Pay Award Supplement with total additional allowance of £1,443 p.a. in respect of Community Schools' Allowance and Extraneous Duties Allowance.

Removal expenses payable up to maximum of £650.00.

Quin Rhinton, the Principal, will be pleased to answer informal inquiries. Please 'phone Exeter 72714.

Application forms from the Director of Social Services, County Hall, Exeter. Tel. 77977, ext. 519, to whom they should be returned, by November 3, 1976.

ESSEX COUNTY COUNCIL
Social Services Department

Essex Home

A controlled Community Home with education on the premises for 84 boys aged between 13 and 18. The boys are all in the care of local authorities and are deemed to be in need of a great deal of adult support in small group situations to enable them to come to terms with their problems i.e., those of delinquency, social maladjustment, poor family relationships, educational retardation and emotional instability.

Applications are invited for the following challenging posts from qualified professionals.

First Assistant Principal (Care)

(New post) to be responsible for the caring functions of the Home. Three House Units each accommodating 28 boys.

Salary, NJC Range 8, £4,545 to £5,013 plus £312 supplement.

Teacher with Remedial Skills

(New post) to assist boys on an individual basis and, in very small groups to improve standards of literacy and numeracy. Additional evening/weekend caring or teaching duties by arrangement.

Salary, Burnham Scale II plus allowances totalling £1,443.

Teacher of General Subjects

To teach small groups and to tutor them in Communication Studies and Calculations and to broaden their general education. Additional evening/weekend caring or teaching duties by arrangement.

Salary, Burnham Scale 1 plus allowances totalling £1,443.

Residential Social Worker

To assist in caring for a group of up to 28 boys under the direction of the Housewarden. This is a temporary position. Accommodation available.

Salary, £2,607 to £3,897 (bar at £3,282), plus £312 supplement.

The work at Essex Home is demanding and requires a total commitment to the philosophy on which the Home is based. It is therefore important that intending applicants visit the School. To arrange visit please contact the Principal (A. Stephen, B.Sc.Econ.) at Essex Home, Rainsford Road, Chelmsford, Essex (Telephone Chelmsford 62437).

Further details and application forms from Director of Social Services, Kensel House, 77 Springfield Road, Chelmsford, Essex.

Closing date November 23, 1976.

Suffolk County Council

YOUTH SERVICE

District Youth Workers (2)

Experienced and qualified youth workers are required for the following posts :—

Felixstowe : Salary JNC Range 3
Points 2 to 6 (£3,489 to £4,320)

Leiston : Salary JNC Range 3
Points 3 to 7 (£3,966 to £4,440)

Both posts are seen as broadly based appointments with direct responsibility for existing clubs in their own premises and for developing or aiding the development of youth work in the district by all means possible. *Duties include* support and supervision of teams of part-time staff.

For details send stamped addressed envelope to County Education Officer (GJS), Education Department, Grimwade Street, Ipswich, Suffolk. Telephone Ipswich 55801, *extension 413 or 400.*

Applications to be returned within 14 days of the appearance of this advertisement.

LANCASHIRE EDUCATION COMMITTEE

DISTRICT YOUTH OFFICERS

DISTRICTS 7 (SOUTH RIBBLE) and 13 (PENDLE)

SALARY: Soulbury Main Range Points 10-14 (£3,957-£4,545)

plus an annual salary supplement not exceeding £312

Applications are invited for the two posts of District Youth Officer from persons with qualifications and experience in the Youth Service. The District Youth Officer is responsible *for the development of youth work* in the District, for the coordination of the District Youth Team, liaison with voluntary youth organizations and assistance with training programmes.

Car allowance and subsistence payable.

Application forms and further particulars of the posts are [illegible] 1976, quoting reference A406/10/JAG.

Community Homes and Associated Institutions

AVON COUNTY
SOCIAL SERVICES DEPARTMENT
INSTRUCTOR (Engineering)
Salary scale: either J.N.C. scale £2,516 to £2,816 or Burnham Scale I for qualified teachers. Plus £312 per annum supplement. At the NATIONAL NAUTICAL SCHOOL, PORTISHEAD, Bristol.
Successful applicant to teach 14's to 17 year old boys. Nautical experience an advantage.
Unfurnished 3-bedroomed family accommodation available.
Teaching or allied qualification essential.
Further details and application forms, returnable by November 5, from *Director of Personnel* (Tel.: Bristol 290651), Avon House, The Haymarket, Bristol BS99 7DE. Please quote ref.: SS 8/69.

BIRMINGHAM
BIRMINGHAM SOCIAL SERVICES
TENNAL SCHOOL
TEACHER required who can combine enthusiasm and an imaginative approach with the ability to relate sympathetically with and demonstrate awareness of the problems of especially deprived and delinquent boys.
The post involves taking responsibility *for groups of boys* in need of remedial education and requires a pragmatic approach. Ability to offer craft as a main or secondary subject a strong advantage.
Salary: J.N.C. conditions (Burnham Scale I plus £564 addition to scale plus £379 Extraneous Duty Payment plus £312 supplement).
Application forms (to be returned as soon as possible) from: The Principal, Tennal School, Balden Road, Harborne, Birmingham B32 3SW. Tel. No. 021-426 1313.
Informal enquiries by visit or telephone would be welcomed.

HAMMERSMITH
(London Borough of)
SOCIAL SERVICES DEPARTMENT
FINNART HOUSE SCHOOL
Oatlands Drive, Weybridge
Surrey
ASSISTANT TEACHER required—Ability to teach PHYSICAL EDUCATION essential.
Finnart House is a Community Home for boys aged 10 to 16. It is situated in attractive grounds close to Weybridge. It has valuable links with many resources—local and national. We are seeking someone well qualified, preferably with residential experience, with a sympathetic understanding of boys with problems and the ability to contribute imaginatively to the new developments being planned.
Salary: Burnham Scale 1 plus £564 per annum. Approved School allowance and £379 per annum for extraneous duties.
Accommodation available if required by married applicant.
Application forms, returnable as soon as possible, from [illegible]
Informal inquiries may be made to the Principal, Finnart House, telephone Weybridge 43405.

Assessment Centres

SURREY
HETHERSETT ASSESSMENT CENTRE FOR BLIND ADOLESCENTS
Reigate, Surrey
TUTOR required for January.
See advertisement under Special Education, Scale 1.

Youth and Community Service

BEDFORD
EDUCATION SERVICE
COUNTY YOUTH SERVICE
AREA YOUTH LEADER
Applications are invited from suitably qualified and experienced candidates for the post of Area Youth Leader who will be required to assist the Area Youth Officer in the development of the Service in the Luton area. The post offers excellent opportunities to anyone interested in obtaining the requisite experience for an organizing post. Assistance will be given towards approved removal expenses, legal and estate agents fees, plus lodging allowance.
Salary within the J.N.C. Scale Range 3 (points 4 to 8), £3,771 to £4,248 plus £312 per annum.
HOUGHTON REGIS YOUTH CLUB
Applications are invited from suitably qualified candidates for the post of Youth Leader at this well-established club which meets in purpose-built premises that are part of a Local Authority Complex which also includes a library and health centre, and is adjacent to the main shopping centre.
The post offers excellent experience in a progressive Youth Service, which offers In-Service Training and regular support sessions.
Salary within the J.N.C. Range 3 (points 1 to 5), £3,426 to £3,888 plus £312.
Application forms and further details may be obtained from the Chief Education Officer, County Hall, Bedford, MK42 9AP, to whom the completed form should be returned as soon as possible.

DUDLEY
METROPOLITAN BOROUGH
LEASOWES HIGH SCHOOL AND COMMUNITY COLLEGE
COMMUNITY TUTOR
(Burnham Scale 3)
Required for January, 1977, if possible, for the authority's first Community College.
A qualified, energetic and enthusiastic TEACHER is sought to join the other Community Tutors to stimulate [illegible] interest or experience in adult education and less formal community activities desirable.
The campus with a theatre and excellent specialist facilities, already used for Further Education classes, is situated on the southern fringe of the West Midlands conurbation, looking out over open countryside.
Possible assistance with removal expenses and with temporary accommodation.
Telephone 021-453 [illegible] or write to College Principal, Kent Road, Halesowen, West Midlands, for further details and application forms, which should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM COLLEGE
Hemel Hempstead
DEPARTMENT FOR YOUTH AND COMMUNITY WORK
Applications are invited from qualified experienced persons for the posts of YOUTH and COMMUNITY WORKERS in the Hemel Hempstead and Berkhamsted areas.
The essential qualities for these posts are an imaginative approach to face-to-face work with adolescents and the ability to work with community groups (including adults).
Housing may be offered. Salary JNC Scale 3A, plus allowances.
Closing date: 10th November, 1976.
Details from: Head of Department, Youth and Community Services, The Lockers, Bury Hill, Hemel Hempstead.

LANCASHIRE
EDUCATION COMMITTEE
YOUTH SERVICE
(Detached Youth Worker: unemployed school leavers and truants)
As soon as possible — DETACHED YOUTH WORKER to work primarily with the unemployed school leaver and to look at truancy.
J.N.C. Scale 2.
Application form and job description from/returnable to District Education Officer, Education Department, Town Hall, Blackburn, Lancs.
WEST END ROMAN CATHOLIC YOUTH AND COMMUNITY CENTRE
Clayton Street, Blackburn
As soon as possible: YOUTH AND COMMUNITY WORKER.
J.N.C. Range 3 (points 1 to 5).
Forms/further details from/to, District Education Officer, Education Department, Town Hall, Blackburn.

LINCOLNSHIRE
Applications are invited from suitably qualified persons for the post of YOUTH WORKER at HORNCASTLE YOUTH CENTRE. The salary is J.N.C. Range 3 (first five points).
The successful candidate will join a full time youth service staff of 25 and the opportunity of involvement in training, activities and events at divisional and county level.
Application forms and further particulars are obtainable from the County Education Officer, County Offices, Newland, Lincoln.

LONDON
THAMES POLYTECHNIC
DARTFORD COLLEGE OF EDUCATION
LECTURER required in YOUTH and COMMUNITY STUDIES and YOUTH LEADERSHIP from January 1977, for two terms. This is a temporary full-time post, but candidates may be considered for a part-time appointment if they wish. Youth and community studies are taught as a main subject in the [illegible] University Certificate in Education, and the College also runs an optional two-year course in Youth Leadership.
Salary scale: Lecturer Grade II, £3,741 to £[illegible] inclusive.
Further particulars and forms of application may be obtained from the Staffing Officer, Thames Polytechnic, Wellington Street, London SE18 [illegible], to whom completed applications should be returned by 22nd November, 1976.

STAFFORDSHIRE
EDUCATION COMMITTEE
ADULT TUTORS—[illegible] Applications are invited from qualified teachers with [illegible] Adult Education for the post of ADULT TUTOR at the [illegible] school:
THE ABBOT BEYNE SCHOOL AND WINSHILL COMMUNITY CENTRE
Burton-on-Trent
Further details and application forms from:
The Chief Education Officer, Youth and Community [illegible], County Education Offices, [illegible] Street, Stafford.

Overseas Appointments

PAPUA NEW GUINEA
TEACHER for small primary [illegible] 14 expatriate children [illegible] 100 miles. Excellent free accommodation. Coastal location.
Contract 10½ months from [illegible] 1977. £0,000 plus [illegible] U.K.
Apply with details of qualifications and experience to [illegible] Box [illegible], Kupiano, Central [illegible] PNG.

LONDON FEDERATION OF BOYS' CLUBS

1. CLUB SERVICES OFFICER
(Arts & Crafts)

2. CLUB SERVICES OFFICER
(Outdoor Pursuits, Projects)

Applications are invited for the above posts for suitably qualified and experienced persons.
The successful applicants would have qualifications in one or more subjects within the particular fields and be qualified and/or experienced in Youth Service (Experience of the Boys' Club movement an advantage.) They would join a professional team of youth workers engaged in a rapidly expanding field of work covering many of the major stress areas of the city. The Federation owns two excellent Training Centres providing unequalled facilities and opportunities for promoting the Arts and Outdoor Pursuits.
Salary £3,720 by £144 to £4,656. Car or allowance *provided.* Subsidized rented accommodation.
Details and application forms from A. N. Gibbs, General Secretary, London Federation of Boys' Clubs, 121 Kennington Park Road, S.E.11.

Principal of Engineering Trades School

£8,500 + pa Zambia

Kitwe Trades School is one of the two such schools serving the Zambian copper mining industry. Its function and scope have expanded rapidly from its initial role as a direct entry craft training school. We are now looking for a Principal who will be actively concerned with the School's future development into an engineering training centre, and who will become involved with the forward planning and introduction of new courses covering specialised trades and high grade skills in the engineering fields – such as process instrumentation and heavy vehicle fault diagnosis.

Other duties will include the day-to-day running of the school, *with its 120 trainees and 27 staff and residential hostel attached;* consultations with design engineers and construction personnel; and liaison with the government departments responsible for trades training and technical education.

Applicants must have a degree or a diploma in engineering [illegible] and engineering education and training.

Employment is on a contract, initially for a period of three years. Total annual earnings, including gratuity, will not be less than the figure quoted above at current exchange rates. Additional benefits include free passages to and from Zambia; generous baggage and tax free settling-in allowances; low cost furnished accommodation; tax free children's education and travel allowances; free life assurance; interest free loan towards car purchase; generous paid leave.

Write for an application form and further details, quoting Ref. TE318 to: The Manager, Zambia Appointments Division, Zimco House, 129-139 Finsbury Pavement, London EC2A 1NA. 01-638 6464.

RCM NCCM

OVERSEAS DEVELOPMENT

KNOW-HOW: vital to developing countries

Secondary Teacher-Mathematics

Lesotho

[illegible] to teach the subject to "O" level. Applicants, aged under 45, must be trained graduates with a minimum of three years' teaching experience, of which two years must have been in teaching Mathematics to "O" level. Appointment for two years.
Salary in range £2,718 to £4,836 per annum which includes an allowance, normally tax free, in range £966 to £2,360 per annum.
Terminal gratuity 25 per cent of basic salary.
Other benefits include free family passages, paid leave, children's education allowances and subsidized accommodation. An appointment grant of up to £300 and an interest-free car purchase loan of up to £1,200 may be payable in certain circumstances. Superannuation rights may be safeguarded.
Applicants should be citizens of the United Kingdom.
For full details and an *application form* please apply, giving age and details of qualifications and experience, to:—
Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM **HELPING NATIONS HELP THEMSELVES**

TEACHING ENGLISH IN MUNICH

We require an experienced

TEACHER OF ENGLISH

as a foreign language teacher from January 10, 1977
Applicants for this post must be of British nationality, aged up to 30, possess a teaching qualification and *speak standard English.*

Teaching is mainly to small groups of adults with emphasis on modern language techniques and aids.

The post carries a basic tax-free salary of DM1,450.00 *per month. The journey to Munich is assisted.*

The successful candidate will be offered a contract from January 1 to August 31, 1977, renewable for a further 12 months.

Applicants are asked to send a curriculum vitae, a recent photograph and telephone number to :—

CAMBRIDGE INSTITUT
Hildegardstrasse 8 8000 Munich 22
Telephone 089 221180

PRINCIPAL

REQUIRED FOR LEADING AUSTRALIAN SCHOOL MELBOURNE

A Principal is required by St. Catherine's School, one of Melbourne's well-known independent girls' schools, situated in Toorak, Victoria.

St. Catherine's provides a general education, from Kindergarten to Higher School Certificate standard, for 600 girls, the majority of whom are day girls. There is one boarding house, accommodating 50 girls. The kindergarten and lower primary grades are co-educational.

Generous salary and allowances, together with a house in the school grounds, are offered by the Council.

It is hoped that the successful applicant will *commence duties as soon as possible after* 1st May, 1977.

Closing date of applications—15th December, 1976.

For further particulars apply—

The Chairman of the Council
St. Catherine's School
17 Heyington Place, TOORAK, Vic. 3142
Australia

Leisure Services—Youth and Community Service

youth and community workers

Qualified and experienced men or women are required for this expanding service.

Local Authority Centres:

KEYWORTH YOUTH AND COMMUNITY CENTRE. Salary will be within the range £3,771-£4,248 plus £312 supplement.

BINGHAM YOUTH AND COMMUNITY CENTRE. Salary will be within the range £3,771-£4,248 plus £312 supplement.

Voluntary Centres:

RAINWORTH AND BLIDWORTH Miners' Welfare Youth Clubs. This is a new post. *Salary will be* within the range £4,128-£4,662, plus £312 supplement.

BULWELL YOUTH CLUB. Salary will be within the range £3,537-£4,008 plus £312 supplement.

The successful applicants will be employed by the Leisure Services Department and seconded to the voluntary clubs. They will be part of a County team of Youth and Community Workers. Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's Scheme.

This is a re-advertisement, previous applicants will be reconsidered.

Further *details and application forms* can be obtained from Wyndham Heycock, BA, Director of Leisure Services, Trent Bridge House, Fox Road, West Bridgford, Nottingham NG2 6BJ, to whom completed forms should be returned by 9 November, 1976. *Please quote ref. 145.*

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP.

OVERSEAS
Appointments continued

QATAR
Immediate vacancy [illegible] for experienced [illegible] TEACHER. Must be single, male and British passport holder.
Monthly salary in local currency approximately £450. Tax free car allowance £51. Bachelor accommodation.
Only experienced teachers able to commence immediately need apply.
Recruitment Manager, Polyglot Schools Limited, 75 Kinnerton Street, Knightsbridge, London, S.W.1.

CYPRUS
LIMASSOL GRAMMAR AND JUNIOR SCHOOL
Required for January 1977 CHEMISTRY BIOLOGY TEACHER. Fully qualified Graduate with experience up to "A" level. This is a *British private school* with British staff, teaching syllabus and local children.
Good salary and conditions. Travel allowance. Staff children accepted free. Three-year contract renewable.
Curriculum vitae and photo to *Headmaster, Homer Street, Limassol, Cyprus.*

CANADA
HEAD required September, 1977, for girls independent school, founded in 1921. Queen Margaret's [illegible] run on traditional lines [illegible] of 120—predominantly boarding, and occupies 26 acres. Applicants should be graduates with administrative experience and preferably some acquaintance with Canada.
Apply—Search Committee, Queen Margaret's School, Duncan, British Columbia, V9L 1L3, Canada.

AFRICA
TEACHERS (all subjects) urgently needed in Catholic mission schools throughout Africa. We require teaching Christians who can express their commitment through dedicated service for this challenging worthwhile work. Volunteer terms.
Please send postage for reply. VSM, 1 Victoria Road, London NW7 4SA.

KENYA
PHYSICS TEACHER required for May term, 1977. Person able to teach Mathematics [illegible] preferred.
Apply giving names of two referees, photographs, and curriculum vitae.
Terms of service available from: *Headmaster, Hillcrest Secondary School,* P.O. Box 24819, Nairobi.

ZAMBIA
April, 1977, vacancies: [illegible] TYPING, ENGLISH, MATHEMATICS, PHYSICAL EDUCATION (girls), RELIGIOUS EDUCATION, SCIENCE, HISTORY, TECHNICAL DRAWING, ARTS AND CRAFT.
Catholic United Church, and Government secondary boarding schools. Teaching couples welcomed.
British and Irish residents send [illegible] preferred [illegible] referees, with curriculum vitae and stamp to: Christians Abroad, 38 King Street, London WC2E 8JT.

IRAN
ENGLISH TEACHERS FOR IRAN
Immediate employment for ENGLISH TEACHERS to work in Iran. Teaching qualifications required.
Salary $220 per month for 30 hours working week. Accommodation allowance will be paid. Minimum contract 6 months, return air ticket provided.
Send curriculum vitae with one recent photo to Director, *Parand Language School,* Box [illegible], Tehran, Iran.

MALAWI
LIKUNI BOYS' SECONDARY SCHOOL
(Catholic)
Lilongwe
Requires Graduate TEACHER of ENGLISH, P.G.C.E. plus two years' experience. [illegible] terms.
Apply immediately with curriculum vitae and stamp to: Christians Abroad, 38 King Street, London WC2E 8JT.

FINLAND
Qualified Graduate TEACHERS required [illegible] for September 1977. Teachers able to teach technical and Business English especially needed. Interviews in London around Christmas.
For more details send brief curriculum vitae and recent photo to: Director of Studies, The English Centre, Vuorikatu 11, Helsinki 10, Finland.

GERMANY
ENGLISH LANGUAGE INSTRUCTOR
Good opportunity for young graduate male or female (£[illegible]) wanting to live in [illegible] and instruct foreign students.
Opening: 1st January 1977. Guaranteed [illegible] German language helpful.
Write to: Fulda-Sprachschule, 6400 Fulda, Germany, Bahnhofstr. 23. Tel. 0661 73606.

HONGKONG POLYTECHNIC

The Hong Kong Polytechnic is an expanding institution which is now putting into effect a forward-looking development plan incorporating a credit unitary approach combined with a cell learning system. The basic teaching departments are being re-organised into three Divisions—Engineering, Applied Science and Commerce and Design, together with new broad, inter-disciplinary centres relevant to the needs of Hong Kong.
The polytechnic invites applications for the following posts within the relevant departments tenable from 1 September 1977, except where otherwise indicated:

ACCOUNTANCY
Principal Lecturers in Management Accounting and Financial Accounting;
Senior Lecturers in Advanced Accounting;
Lecturers in Financial Accounting, Management Accounting, Costing, Auditing, Executorship Bankruptcy and Taxation.
(Professional accounting qualification required for *appointments at Principal Lecturer and Senior Lecturer levels.)*

APPLIED SCIENCE
Principal Lecturers/Senior Lecturers/Lecturers in Materials Technology, Engineering Science, Surface Finishing, Instrumentations, Packaging, Food Technology, Biochemistry, Medical Physics, Human Biology and allied fields.

BUILDING & SURVEYING
Principal Lecturer in Building Services (MIHVE or equivalent required);
Senior Lecturer/Lecturer in Quantity Surveying and allied subjects (ARICS or AIQS required), Valuations/Land/Urban Economics (ARICS required), *Town Planning (MRTPI required), Building Technology* and allied subjects (MIOB required), Building Services (MIHVE or equivalent required).

BUSINESS & MANAGEMENT STUDIES
Principal Lecturer in Economics;
Lecturers in Law, Transport Studies, Banking Studies, Management Studies, Economics and Secretarial Studies.

CIVIL & STRUCTURAL ENGINEERING
Lecturers in Civil Engineering Construction/Concrete Technology/Geotechnical Engineering (*Posts tenable immediately*).
Lecturers in Structural Analysis and Design and general Civil Engineering subjects.

COMPUTING SCIENCE
Principal Lecturer/Senior Lecturers/Lecturers in Systems Analysis, Data Processing, Programming, Systems Programming, Management Information Systems, Graphics, Computer Assisted Instruction and the application of Computers in other disciplines being taught at the Polytechnic.
(Applicants with experience in offering computer courses to the general public would be particularly welcome.)

DESIGN
Senior Lecturer in Photography;
Senior Lecturers/Lecturers in Functional Clothing and Drawing/Surface Pattern;
Senior Lecturer/Lecturer in Interior Design *(Post tenable immediately).*

ELECTRICAL ENGINEERING
Senior Lecturer/Lecturers in Utilisation and Control of Electrical Equipment, Design and Specification of Electrical Installation Systems, Electrical Machines and Power Systems.

ELECTRONIC ENGINEERING
Lecturers in Basic Electronic Engineering, Power Electronics, Integrated Circuit Application, Thick Film Technology, Television and Radio Engineering, *Control and Communication Systems (Posts tenable immediately).*

LANGUAGES
Senior Lecturer in Chinese;
Lecturers in English and Japanese.

MATHEMATICAL STUDIES
Principal Lecturer in Engineering Mathematics;
Senior Lecturers/Lecturers in Mathematics and Operations Research.

MECHANICAL & MARINE ENGINEERING
Lecturers in Machine Design with experience in Mechanics of Machines, Terotechnology/Plant Engineering, Fluid Power and Control with experience in circuit design.

NAUTICAL STUDIES
Senior Lecturers/Lecturers in general Nautical subjects, Naval Architecture and Ship Construction, Electronic Navigational Aids, Marine Radio Communication and Marine Electronic Automation.

PRODUCTION & INDUSTRIAL ENGINEERING
Senior Lecturers/Lecturers to teach at least two of the following subjects: The Engineering Society, Analysis of Manufacturing Systems, Production Technology, Operational Research (all up to CEI Part 2 level, i.e. degree standard), Polymer Engineering and Industrial Management.

TEXTILE INDUSTRIES
Principal Lecturer/Lecturer in Knitting Technology (experience in weft knitting preferred);
Senior Lecturers/Lecturers in Textile Technology (experience in either woven fabric manufacture or yarn manufacture preferred), and Clothing Technology (experience in fashion design or garment production methods preferred).

GENERAL QUALIFICATIONS
Principal Lecturers
(a) a degree or professional qualifications; and
(b) an advanced specialist qualification or extensive experience in a specialised field; and
(c) *substantial teaching and industrial/commercial* experience; and
(d) proven administrative ability.

Senior Lecturers
(a) a degree or professional qualifications, plus preferably an advanced specialist qualification; and
(b) at least 5 years' professional c[illegible]; and
(c) substantial teaching and/or industrial/commercial experience (about 3 additional years); and
(d) proven administrative ability.

Lecturers
(a) a degree or professional qualifications or at least a Higher Technician qualification in the appropriate field of study; and
(b) at least 5 years' professional or industrial/commercial experience or at least 3 years' teaching experience or a suitable combination of professional and teaching experience.

SALARIES
Principal Lecturer
HK$85,500 x 5 Increments—$105,900 p.a.
Lecturer/Senior Lecturer
HK$36,045 x 11 Increments—$69,940 p.a. (bar)
HK$69,420 x 8 Increments—$93,540 p.a.
Sterling equivalent @ HK$8.11 = £1 ([illegible])
(respectively)
£10,543—£13,021 ; £[illegible]—£11,534
£4,691—£8,561
Tax on salaries in Hong Kong does not at present exceed 15% of gross earnings.

TERMS
Appointments will be on 2-year gratuity bearing contracts initially. Thereafter suitable appointees may be offered further contracts or superannuable terms of service at the discretion of the Polytechnic. Benefits include passages, long leave, quarters, medical and dental benefits, education allowances and holiday visit passages for children, and a terminal gratuity equal to 25% of basic salary received over the entire contract period.
Further details and application form, which should be returned not later than 13 November 1976, obtainable from the Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/07 Grosvenor Gardens, London SW1W 0BS.
Enquiries should quote reference HKP/TES and clearly state the post involved and its level.
Interviews conducted by a team from the Hong Kong Polytechnic will be held at TETOC in February.

tetoc

Kirklees Metropolitan Council
Directorate of Educational Services

Chief Administrative Officer

APS £3,825-£4,095 + £312 p.a.

Required at Dewsbury and Batley Technical and Art College.

The successful applicant will be a member of the management team and of the Academic Board. He will be responsible to the Principal for administrative and certain other functions and also be the clerk of the governors. Full details of the duties and responsibilities attached to the post will be sent on application.

Relevant experience in the further education sector will be essential : a demonstrable capability in management, organization and innovatory development will be expected of the successful candidate. Normal qualification in one or more of the following fields, Municipal/Public Administration : Management/Business Studies : Chartered Secretary, etc., is desirable.

Application forms and further details can be obtained from the Principal, Dewsbury & Batley Technical and Art College, Halifax Road, Dewsbury, West Yorkshire WF13 2AS.

Closing date 2 weeks after the appearance of this advertisement.

BOROUGH OF SOUTH TYNESIDE

Directorate of Education
(Amended Advertisement)

ASSISTANT SCHOOL MEALS ORGANIZER

£4095—£4689+£312

Applications are invited for this recently established post in the School Meals Service.

Applicants should hold the Diploma of Institutional Management or equivalent qualifications and have experience in large-scale catering, preferably in the School Meals Service. A current driving licence is essential. Previous applicants need not reapply.

Application forms from Personnel Department (Reference TES), Westoe Hall, Westoe Village, South Shields (telephone number [illegible]) to be returned by [illegible] November, 1976.

DEPARTMENT OF EDUCATION

SENIOR ADVISER

(Ref. No. TES/71)

Scalburg £7,944-£8,568 plus proportion of supplement where applicable.

This vacancy is for one of five Senior Advisers responsible to a Chief Adviser, each leading a team of General Advisers in one of the areas of the city. The holder of this post would also be required to take responsibility for Middle Schools throughout the city.

Preference will be given to candidates with experience as General Advisers.

Application forms and further details can be obtained from the Director of Education, Department of Education, Great George Street, Leeds LS1 3AB. Please quote reference. Closing date 10 days after publication of this advertisement.

LEEDS

OVERSEAS
Appointments continued

HAMPSHIRE

CAREERS SERVICE FOR SCEA SCHOOLS
£5,826 to £7,092 plus £312 per annum

The Hampshire Authority now provides a Careers Service for pupils attending schools organised by the Service Children's Education Authority in BAOR, Germany, and applications are invited from suitably qualified officers with experience at the Service for a vacancy in Hanover.

Salary within A.P.T. scale plus Lodge Service Allowance, travel allowance and either accommodation or rental allowance and certain other provisions which make the post attractive and challenging. The Officer appointed would be responsible to the Assistant Education Officer (Careers), Hampshire, for professional matters.

An undertaking to serve abroad for a minimum of two years will be a condition of employment with the provisional understanding that the officer will be posted into the Hampshire Careers Service on completion of his tour, under agreed terms.

Application forms and details of post should be obtained from the County Secretary, Education Office, Winchester SO23 8UB, to be returned by November 8th, 1976, quoting reference number 8088-AA.

SPAIN

Applications are invited from CSO-qualified and SCIENCE TEACHERS (BIOLOGY) and SCIENCE TEACHERS for English secondary schools in Spain.

Send curriculum vitae, testimonials and names of three referees to The West Two Studios, 376 Edgware Road, London W2 1BB.

NETHERLANDS

THE BRITISH SCHOOL
Tjalkwerg 10, The Hague requires two Infant/Junior TEACHERS. Good salary and conditions of service. Passion guaranteed.

Information from Headmaster.

N. ITALY

ENGLISH TEACHER required for language school.

Apply with curriculum vitae to 7, Hughes Hall, Chiswick Village, London W4 3HZ. Tel. 01-995 [illegible]

Administration

Local Education Authority

BERKSHIRE
WINDSOR AND MAIDENHEAD

[illegible] vacant on the staff of ASSISTANT REGISTRAR at this college.

Applicants should be suitably qualified and have had appropriate experience in a further education college. The post offers an interesting opportunity to someone who wishes to follow a career in administration in a college of [illegible] Salary £[illegible] according to age and experience, plus £312 supplement, plus £120 London allowance.

Application forms, which should be returned as soon as possible, and further particulars (quote ref. [illegible]), addressed as appropriate, from the Registrar, Windsor and Maidenhead College, Clarence Road, Windsor SL4 5AZ.

CLWYD
COUNTY COUNCIL
EDUCATION DEPARTMENT

CAREERS OFFICER, based at [illegible] Salary on scale [illegible] (plus £312 supplement) according to qualifications or experience. Assistant Careers Officer £2,703 per annum (plus £312 supplement) according to qualifications or experience. Applicants should possess a degree or a professional qualification and should preferably have completed a Diploma in Careers Guidance Course. Experience in Careers Service would be an advantage. Applications from persons without these qualifications will also be considered. Further particulars from the County Education Officer, Shire Hall, Mold, Clwyd. Applications should be returned by 6th November, 1976.

EAST SUSSEX

ASSISTANT ADVISER FOR FURTHER EDUCATION

£5,805 to £6,849
Required as soon as possible to work, initially, in the Eastbourne area.

Relocation expenses in approved cases.

Further details and application forms from Chief Education Officer, (CAM), P.O. Box 4, Lewes, East Sussex.

ESSEX
COUNTY COUNCIL
CAREERS OFFICER, HARLOW

Dept No. [illegible] £5,022 to £5,292 plus outer London area allowance plus an additional payment of £312 per annum for those who have completed a course of training for the Careers Service.

Or

A.P.T.O. £4,626 to £5,283 plus outer fringe area allowance plus an additional payment of £312 per annum for university graduates or those holding comparable qualifications.

Applicants should have the ability to tackle the problems of a careers adviser and an understanding of the needs of young people in the Harlow area of work.

Energy, enthusiasm and a realistic approach to careers guidance are the qualities we are looking for.

Experience in teaching, industry or commerce would be an advantage.

To find out more contact the County Education Office, Careers Section Department, Threadneedle House, Market Road, Chelmsford CM1 1LH. Telephone Chelmsford 67322 ext. 2604.

Please state post number when applying.

Closing date for applications is 8th November.

HARINGEY
London Borough of
EDUCATION
CAREERS SERVICE
CAREERS ADVISER
Salary £5,805-£7,092.
To join a team working with pupils of all abilities in Comprehensive Schools.

Candidates should possess appropriate qualifications and have experience in the Careers Service.

A Car allowance is available.

Application forms and further details from the Chief Education Officer, Education Offices, Bounds Green Road, N.22 (quoting 16/76/1). Returnable by 8th November, 1976.

LONDON

THE DUKE OF EDINBURGH'S AWARD SCHEME.

EXECUTIVE OFFICER FOR THE OVERSEAS DEPARTMENT

This London-based appointment will [illegible] vacant on 1st January, 1977. Applications are invited from men and women between the ages of 25 and 35 (exceptionally, a somewhat older age) with a genuine enthusiasm for the Commonwealth, particularly Africa, and the Award Scheme [illegible].

Further information from the Director, [illegible] Award Scheme, 2 Prince Albert Road, London NW1 7SN. Applications, with the names of two referees, to the Secretary, [illegible] Award Scheme, 29 Bressenden Place, London SW1E 5DR.

MERTON
(London Borough of)
EDUCATION DEPARTMENT
CAREERS OFFICER

Applications are invited from qualified persons for the post of Careers Officer.

Salary will be within the scale Grade A — £4,368 to £7,704 per annum plus Supplement of £312 per annum. Weighting of £261. Essential user car allowance.

Students leaving full-time training courses in December may apply.

Legal and removal expenses in appropriate cases.

Application form and further details available from the Director of Education, Station House, London Road, Morden, Surrey, SM4 5DX, telephone number 01-540 8101, ext. 75.

Closing date: 8th November, 1976.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
CAREERS OFFICER (MASTER GRADE)

Careers Officer in the Great Yarmouth Careers Office. Applications accepted from candidates who have successfully attained or completed a full-time course of training in Careers Guidance.

Salary Scale A.P. 3/4 £3,483 to £4,191, plus supplement of £312 per annum.

Essential car user allowance. Removal expenses and a disturbance allowance paid in approved cases.

Application forms and other details from the County Education Officer, County Hall, Martineau Lane, Norwich NR1 2DH, on receipt of stamped addressed envelope. Completed forms to be returned by 8th November, 1976.

CHIEF INSTRUCTOR

TECHNICAL TRAINING

A well known British Company requires a Chief Instructor with a good degree in Aeronautical Engineering for the operation of a Technical Training School in the Middle East.

Candidates should not be more than 50 years of age, and have considerable technical teaching experience, and several years in Educational Administration.

The successful candidate will receive substantial annual income and bonus, both of which can qualify for tax concessions, bachelor accommodation and messing is provided with leave at 6 monthly intervals, including free air passage to the U.K. Personal Accident Insurance and medical care are also provided.

Please write with brief details to:
Box No. TES 2520, The Times, WC1X 8EZ

The British Council

Invites applications for the following posts:

ELT Expert (Thailand)

Ministry of Education, Bangkok

Consultancy, materials production, etc., for schools. Degree, TEFL qualification and 5 years' TEFL overseas essential.

Salary : £4,389-£5,409 pa.

Benefits : overseas and children's allowances; accommodation ; employer's share of UK superannuation. Two-year contract, renewable. 76 EE

Head of English (Yemen)

National Institute of Public Administration, Taiz

To administer the English Department and to teach English language up to Cambridge Proficiency level to adult Yemeni students.

Candidates, men only, must be graduates with 5 years' TEFL experience. TEFL qualification desirable.

Salary : £4,389-£5,409 pa, tax free.

Benefits : overseas and children's allowances ; free furnished accommodation. Two-year contract, renewable. 76 AO 9

Return fares are paid. Local contracts are guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post, for further details and an application form to: The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

TECHNICIAN EDUCATION COUNCIL

Appointment of

EXTERNAL MODERATORS

The Council invites applications for a number of appointments as full-time or part-time external moderators. The moderators will play a key role in supervising and maintaining the standards of TEC programmes by monitoring the operation of TEC assessment arrangements. Initially there will be full-time and about twenty part-time posts.

FULL-TIME POSTS

(available from 1st April, 1977)

These may be filled by secondment from an existing post on by appointment to the Council's service. Those who may be filled by secondment from an existing post on by appointment to the Council's service. Those who moderator will be based in the North West of England and applicants should have current or recent experience relevant to TEC's Sector A (Engineering and related subjects). The second moderator will be based in the London area and applicants should have current or recent experience relevant to Sector B (Construction and Building Crafts) and applicants should have current or recent experience, relevant to Sector B (Construction and related subjects).

Salaries will be in the range £5,500-£6,500 pa and exact salary will depend on previous experience.

PART-TIME POSTS

The Council aims to fill these posts as soon as possible and to establish a register of people willing to act as part-time moderators so that further appointments can be made as TEC's work develops. Applicants can be drawn from either teaching or industry but should have current or recent experience relevant to the work of Sector A or Sector B (Science-based subjects).

Further details of the full-time posts can be obtained by writing to the Chief Officer (ref EM) at 76, Portland Place, London W1N 4AA. There are no application forms for these posts.

Further details and application forms for the part-time posts can be obtained by writing to the above address. Closing date for applications : 5th November, 1976.

BEC BUSINESS EDUCATION COUNCIL

BEC OFFICERS

The Business Education Council invites applications for two new posts as BEC Officers. The Officers will be based in London but travel extensively in England, Wales and Northern Ireland. They will have a major responsibility for liaison between BEC and Colleges and will be key figures in planning and coordinating the work of the BEC course devising and validating Boards. The appointments are permanent but a period of secondment of not less than three years might be considered.

Appointments will be made to one of three salary scales within the range £5,500 to £7,200 depending upon present position, salary and relevant experience.

Further information and application forms from :
The Chief Officer (O)
BUSINESS EDUCATION COUNCIL
76 Portland Place, London W1N 4AA
for return by November 12, 1976

EDUCATION and TRAINING

ADMINISTRATOR

Male or Female

required by an Employers Association in a Service Industry, H.Q. in Harrow

The successful applicant will act as Education and Training Officer for the industry and should therefore be well briefed on current industrial and commercial training matters, or be capable of assimilating the necessary knowledge within a short time. He or she will be required to work in liaison with other Organisations in the industry, to act as secretary to the industry's Education and Training Committee and similar bodies, arrange training classes, lecture on subjects within his/her capabilities and encourage the industry to take full advantage of, and to develop where needed, the education and training facilities within the industry.

He or she will also be expected, as and when required, to assist in other work of the Association on project and promote the industry's commercial and industrial interests. The position offers broad scope to a person of intelligence and initiative within an existing team.

Applicants should be (a) the late 20s to early 40s. Sterling salary would depend on experience, qualifications, etc., but would be around £3,600.

Apply, giving full particulars and an indication of salary required, to the Registrar of British Manufacturers & Cleaners Limited, Lancaster Gate House, 319 Pinner Road, Harrow, Middlesex HA1 4HX.

R. S. P. C. A.

HORSHAM HEADQUARTERS
EDUCATION DEPARTMENT

AN ADMINISTRATIVE ASSISTANT

to the Chief Education Officer (preferred age 30 to 45 years) is required at the RSPCA National Headquarters in Horsham, Sussex. Candidates should be qualified in science (preferably Biology), have experience of work in the field of education and, ideally, some administrative background. The appointee will be responsible for certain areas of work within the Department and for maintaining continuity of departmental function in the absence of the Chief Education Officer.

Supervisory salary grade £2,529 to £3,702 per annum plus £312 per annum pay supplement.

The Society offers excellent conditions of employment, including :

- ★ 35-hour week
- ★ Luncheon Vouchers
- ★ 3 weeks' Holiday
- ★ Annual Increments
- ★ Contributory Pension Scheme

Applications in writing for this post, together with full curriculum vitae, should be addressed to : Personnel Manager, RSPCA Causeway, Horsham, Sussex RH12 1HG.

H.M. INSPECTORS OF SCHOOLS

MUSIC EDUCATION

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as H.M. Inspector with a major commitment in Music Education.

H.M. Inspectorate provides professional advice to the Department of Education and Science. All HMI ordinarily carry a general assignment as well as a specialist one. They inspect and advise schools; consult with LEAs and organize and take part in short courses for teachers and others in the educational service.

Candidates must be musically well qualified and must have had a successful career in some part of musical education.

Starting salary within range of £6,625 to £9,415 (higher in London). Supplement under the Government's pay policy payable up to £8,500. Higher posts are normally filled by promotion.

Application forms and further information may be obtained from Miss B. C. Taylor, Department of Education and Science, Room 10/2, Elizabeth House, 39 York Road, London SE1 7PH, telephone number 01-928 9222 extension 2237. Please quote 6/76E.

CLOSING DATE : November 5 (interviews will be held before Christmas).

Department of Education and Science

EDUCATION DEPARTMENT

Chief Education Welfare Officer and Head of Pupils Services Section

GRADE SO2. SALARY £5,286-£5,589 INCLUSIVE OF SUPPLEMENT AND LONDON WEIGHTING

Applicants should have a qualification related to education welfare work, together with leadership experience and administrative ability.

Experience of leading either a team of education welfare officers or an administrative section is essential. Experience in both areas is preferable. Administrative ability will be required for Court work the scheme of aids to pupils, inter-authority payments and other matters dealt with by the Section.

Further particulars and an application form can be obtained from the Personnel Officer, Town Hall, Forest Road, London E17 4JF (telephone 01-527 5544, extension 332). Closing date, November 5.

Please quote reference G.960

London Borough of Waltham Forest

ASHRIDGE MANAGEMENT RESEARCH UNIT

SENIOR RESEARCH POST

An experienced research worker is required for an important research project on "Women and Management", funded by the Training Services Agency and carried out under the direction of Mr Peter Smith. The commencing salary will be in the region of £4,000 to £6,000 per annum. The initial appointment will be for a period of two years, but there will be prospects of a permanent appointment. The person appointed will be a member of a small enthusiastic research team and will have responsibility for the organization of the team and day-to-day administration of the project.

The successful applicant will possess relevant academic qualifications in the social sciences, have administrative ability and appropriate research experience. Some teaching/consultancy experience would also be an asset. A lively and intelligent approach to the issue of "women and management" is essential.

Application forms and further details can be obtained from :—

Dr Bernard Barry
Director of Research
ASHRIDGE MANAGEMENT COLLEGE
Berkhamsted, Hertfordshire HP4 1NS
Telephone : Little Gaddesden (044-284) 3491

CET COUNCIL FOR EDUCATIONAL TECHNOLOGY FOR THE UNITED KINGDOM

requires two

PROGRAMME ORGANISERS

to take major responsibilities for devising and implementing the Council's programme of innovation and development in all sectors of education and training.

Programme 'A'

aims to help senior policy makers and administrators to make well-informed decisions about the application of educational technology. It includes a series of high-level conferences, and the study documents and costing of significant innovations. Vacancy from April 1, 1977.

Programme 'C'

aims to extend and coordinate national and other services to support the provision, organization and management of resources including staff, buildings, materials, equipment and communications systems. Vacancy from January 1, 1977.

Both posts require a knowledge of the administration of the British systems of education and training, an imaginative but practical approach to beneficial innovation, an ability to negotiate with people at senior positions, and a high degree of personal initiative.

Salary within range £6,000 to £7,070.

Initial appointment : 2 years. Secondment acceptable.

Further details are available from the Office Manager, Council for Educational Technology, 3 Devonshire Street, London W1N 2BA. Closing date for applications, November 10, 1976. Please quote reference PO1.

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ilea INNER LONDON EDUCATION AUTHORITY

Media Resources Officers

Salary scale : £3,694 to £4,864, including London Weighting and supplementary allowance (starting point according to age and experience).

Required for January, 1977, to work in ILEA schools, colleges, etc. Duties include the organisation of media facilities, equipment, and materials ; the creation of learning resources ; providing advice in-service training to teaching staff on the preparation and use of audio-visual resources. Initial training will be given centrally, prior to appointment to an educational establishment.

Candidates should hold a university degree, Dip.A.D., or equivalent qualification and must have good experience in the field of learning resources, Teaching experience and/or training in design would be an advantage.

Minimum age 21 years.

Application forms from and returnable to EO/Estab 2A/1/MR, Room 44B, Addington Street Annexe, The County Hall, London SE1 7PB, not later than Friday, 5 November, 1976.

Trainee Careers Officers

Looking for a challenging job of great social importance ? Would you like to help young people to choose careers, select further education courses and get suitable jobs ? Then these vacancies may suit you.

Candidates should have a degree or equivalent qualification and have at least a year's gainful employment since graduating.

We provide one month's induction training beginning in December 1976 followed by a year's full-time training course at a polytechnic. Salary £2,619 to £3,021 plus training expenses. On completion of training, salary rises to £3,009 to £3,774 with prospects of promotion.

Interested ? Write for further details and application form to County Education Officer (CS/MGC), County Hall, Kingston upon Thames, Surrey KT1 2DJ. Closing date : November 1, 1976.

SURREY COUNTY COUNCIL

METROPOLITAN BOROUGH OF SOLIHULL

Deputy Director of Education

Salary Scale : £7,497 x £193 (3) to £8,076 + £312 supp

Suitably qualified persons with wide experience of local authority education services and proven management ability are invited to apply for this post which it is intended to fill on 1st April, 1977.

Further particulars and application forms (please quote ref. TES 902) from the Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands. (Tel. 021-705 6789, Ext. 241). Closing date 12th November, 1976.

COUNTY OF NORTH YORKSHIRE

SENIOR EDUCATION OFFICER

(Special Services)

£7,641 to £8,145 plus £312 annual salary supplement

Applications are invited from Honours graduates with good teaching and administrative experience for this senior post within the Education Department.

The officer is responsible to the County Education Officer for the administration of Special Education throughout the County, for the Remedial Service, the Education Catering Service, the School Psychological and Child Guidance Service, the Education Welfare Service, as well as having certain responsibilities in connection with the Child Health Service.

Candidates should apply by letter to the County Education Officer, Education Offices, County Hall, Northallerton DL7 8AE, by November 5, 1976, from whom full particulars of the post may be obtained

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Deputy Head-Male

Primary School for boys

Mediterranean coast

We require a Deputy Head for the Comprehensive Primary School (ages 9) in Algiers, Algeria, from January 1977. Applicants (male) must have several years' experience in Primary Schools and be able to accept responsibility for the whole school under a lively and enthusiastic Head Teacher.

The School was established three years ago for the education of the children of our employees involved in engineering consultancy work for the Algerian State Authority and we anticipate there will be approximately 136 children on the school roll aged between 5 and 13 years. The School provides primary/middle education only, comparable with current UK practice so that children can return to School in this country after two or more years in Algeria without loss of educational progress.

Algeria

We offer a 1 year contract (renewable by mutual agreement) free furnished accommodation and a car. Salary will be in accordance with current Burnham Scales plus a generous overseas allowance. Burnham Scale pension contributions and rights will be preserved. Educational allowances and fare paid travel will be provided for older children who may need to continue their education in the UK.

Please write briefly in the first instance giving essential personal details and relevant experience to Mr. G. J. Tewkesbury, W S Atkins & Partners, Consulting Engineers, Woodcote Grove, Ashley Road, Epsom, Surrey KT18 5BW, or telephone, for an application form Epsom 26140 Extension 2666.

W S Atkins & Partners

DURHAM COUNTY COUNCIL

Senior Educational Psychologist

Applications are invited for a post with specialist responsibilities for multiple-handicapped children who are severely educationally sub-normal. The post as the senior co-ordinating psychologist member of multi-disciplinary teams including teaching, nursing, medical and para-medical staff involves treatment, advisory, assessment and liaison work in two hospital schools (one with assessment class) *and in one purpose-built* hospital unit for E.S.N.(S.) children with perceptual handicaps. The officer appointed will also have some responsibility for supervision of student educational psychologists training in Newcastle University.

Soulbury Salary Range Burnham H.T. 8

(£6,489-£7,113 plus supplement of £312 per annum)

Applications will only be considered from graduates holding a good honours degree in Psychology, and an approved post-graduate qualification in educational psychology who have experience in teaching and as a fully qualified educational psychologist.

Housing available in the new towns of Peterlee and Newton Aycliffe.

Further particulars and form of application (to be returned by **5th November, 1976**, on receipt of a stamped addressed foolscap envelope) from Director of Education, P.O. Box, County Hall, Durham DH1 5UJ.

ESSEX COUNTY COUNCIL
NORTH EAST ESSEX AREA

The Heath School
Winstree Road, Stanway, Colchester, Essex

Required as soon as possible,

Matron

for this modern purpose-built Residential Special School for 45 *maladjusted senior* boys. Salary within range £2,364-£2,853 + £312 per annum, according to age, qualifications and experience. Excellent self-contained flat available for single person, generous re-settlement allowances are available. Board and lodging charge £372 per annum if resident, but non-resident applicants welcomed. Application form and further details may be obtained from the County Education Officer (Ref: S.4.m.), P.O. Box 47, Threadneedle House, Market Road, Chelmsford. Closing date: 5 November, 1976.

BRADFORD COLLEGE

RE-ADVERTISEMENT

HALL MANAGER

RESIDENT

Applications are invited from suitably qualified and experienced persons for the above post, duties to commence as soon as possible.

The post is a new one, and the person appointed will be responsible for catering and residential facilities throughout the College.

The appointment will be made in accordance with NJC Conditions of Service, and the salary will be within the range of Principal Officer's Grade I (iii) scale, £5,406 to £6,057, plus £312 pa, with deductions for residential accommodation.

Application forms and further details are available from:—

Staffing Officer, Bradford College
Great Horton Road, Bradford BD7 1AY

and the completed applications should be returned within 14 days of the appearance of this advertisement.

STRATHCLYDE
REGIONAL COUNCIL
Department of EDUCATION

RENFREW SUB-REGION
Post Ref. RW/EDS/ADC/6/7

INSTRUCTOR

Salary Scale £2,775 to £3,386 plus £312 supplement per annum GRADE AP1/II

There will be a vacancy in December for an Instructor at the Outdoor Education Centre situated in the village of Ardentinny on the west shore of Loch Long.

The Centre is comprehensively equipped and has been open for three years. Modern furnished rooms are provided in the Centre for single staff.

It is primarily set up to service secondary schools and youth organizations participating in sailing, mountaineering, canoeing, orienteering and angling.

Applicants should have appropriate advanced experience and qualifications in one or more of the above pursuits and reasonable experience in the others.

Field studies related to school curriculum work form an important part of the Centre's facilities and a qualification related to Geography, History or Biology would be an advantage.

Full details and application forms may be obtained from the Assistant Director of Manpower Services, Cotton Street, Paisley, to whom completed forms should be returned by November 10, 1976.

R. M. O. McCulloch,
Director Manpower Services.

ADMINISTRATION
continued

General

PERSONAL SECRETARY

PERSONAL SECRETARY required in International Office United World Colleges. Varied work in International Education. Salary in range £2,500-£2,700 depending on qualifications.

Apply to: Mr. Robert Blackburn, *International Secretary*, United World Colleges, London House, Mecklenburgh Square, London WC1N 2AB. Tel.: 837 6800 or 278 3110.

REGISTRAR

Good E.F.L. TEACHER with experience of recruiting and grading students required for post of Registrar.

The successful candidate should be aged 30 to 45, have a degree and must be really helpful and friendly and also presentable. Salary £3,000.

Please apply with curriculum vitae and photograph to: J. Stevon, Principal, Hilman School of English, 36 Goodge Street, London W.1.

Examiners

BIRMINGHAM

685—GENERAL COURSE IN *CONSTRUCTION* MATHEMATICS G2

Application forms can be obtained from the Secretary, Union of Educational Institutions, Norfolk House, Smallbrook Queensway, Birmingham B5 4NB, and should be returned not later than 8th November 1976.

Please enclose a stamped addressed envelope and state the subject for which the form is required.

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the *following posts:*
CERTIFICATE OF SECONDARY EDUCATION
CHIEF EXAMINER
German (1978 series).
ASSISTANT EXAMINERS
English.
History.
MODERATORS
Biology/Human Biology.
French Studies/European Studies.
English.
Theatre Arts/Drama.
ASSESSORS
English Course Work.
History.
ADDITIONAL EXAMINERS
English Course Work (1977 series).
VISITING ASSESSORS
Oral Test in English.
CERTIFICATE OF EXTENDED EDUCATION
CHIEF EXAMINER
Geography (1977 series).

Application forms and further details should be requested by postcard from the Secretary to the Board, Metropolitan Examinations Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom completed application forms should be returned not later than November 1, 1976.

MIDDLESEX REGIONAL EXAMINING BOARD

[illegible] 53-63 Wembley Hill Road, Wembley, Middlesex HA9 8BH. Tel. 01-903 3061

Applications are invited from persons with suitable qualifications and appropriate teaching experience for the following posts:

(a) For the 1977 examination

1. VISITING EXAMINERS, preferably resident in London or the Home Counties area, to conduct and/or assess practical or oral examinations in ART and ASSOCIATED CRAFTS, ENGLISH, GERMAN.

2. ASSISTANT EXAMINERS in TYPEWRITING.

(b) For the 1977 and 1978 examinations:

3. CHIEF EXAMINER in SOCIAL STUDIES.

4. CHIEF EXAMINER in MATHEMATICS (with special reference to Further Mathematics (Syllabus A) and Statistics).

5. MODERATOR in EUROPEAN STUDIES (with language element) (Mode 3 only).

(c) For the 1978 examination:

6. ASSISTANT MODERATOR in NEEDLECRAFT.

7. CHIEF EXAMINER in ART and ASSOCIATED CRAFTS.

8. CHIEF EXAMINER in METALWORK.

9. CHIEF EXAMINER in MATHEMATICS (Mathematics Syllabus B, Further Mathematics Syllabus B, and Applied Mathematics).

Application forms and further particulars may be obtained from the undersigned, to whom completed forms must be returned by 8th November, 1976.

D. L. Nuttall, Secretary to the Board.

THE ASSOCIATED EXAMINING BOARD

FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hampshire GU11 1BQ

The Board invites applications for the following posts:

ASSISTANT EXAMINER in HUMAN BIOLOGY at Advanced level.

ASSISTANT EXAMINER in HUMAN BIOLOGY at Ordinary level.

ASSISTANT EXAMINER in BIOLOGY (at Ordinary level).

[illegible] Applicants for the above posts must hold a degree or equivalent qualification and have had at least five years' teaching experience in the relevant subject or subject area at an appropriate level.

[illegible] should be received within three weeks of the appearance of this advertisement.

Application forms and further details may be obtained by applying in writing to The Secretary (A11) at the Board.

THE ASSOCIATED EXAMINING BOARD

FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hampshire GU11 1BQ

Applications are invited for the post of CHIEF EXAMINER in ENVIRONMENTAL STUDIES at Ordinary (alternative) level. The post will involve the setting and marking of question papers, the supervision of Assistant Examiners and responsibility for the conduct of the Board's Environmental Studies Ordinary (Alternative) Level examinations. Applicants must be graduates with at least five years' teaching experience and appropriate examining experience in Environmental Studies or a related subject at the appropriate level.

An application form and further details may be obtained from The Secretary (A11) at the Board's offices, to whom completed application forms should be returned within three weeks of the appearance of this advertisement.

THE ASSOCIATED EXAMINING BOARD

FOR THE GENERAL CERTIFICATE OF EDUCATION
Wellington House, Aldershot, Hampshire GU11 1BQ

Applications are invited for the post of CHIEF EXAMINER in GEOLOGY at both ordinary and advanced levels. The post will involve the setting and marking of question papers, the supervision of Assistant Examiners and the responsibility for the conduct of the Board's Geology examinations at Ordinary and Advanced Levels. Applicants must be graduates with at least five years' teaching experience and appropriate examining experience in Geology or a related subject, at the appropriate levels.

An application form and further details may be obtained from The Secretary (A11) at the Board's offices, to whom completed application forms should be returned within three weeks of the appearance of this advertisement.

Ancillary Services

BERKSHIRE
HEPHAISTOS SCHOOL, Farley Castle, Farley Hill, Reading.

Required as soon as possible experienced COOK at this boarding school for severely physically handicapped boys of average and above average academic ability, to share the cooking for 60 boys and staff. This post would be from Monday to Friday but willingness to occasionally relieve the weekend cook would be an advantage. Single accommodation available. School holidays are on a retaining fee. Rate of pay 97.7p (plus 1.25p for special *qualification*) *per hour*, with a reduction of £7.90 for board and lodging.

Applications to be made to the Headmaster at the school quoting ref: WSA 1046

Miscellaneous

HAMMERSMITH
(London Borough of)

PLAYLEADER-IN-CHARGE (KIDS' WORKSHOP)
MD. 6—£2,964 to £3,126 inclusive; plus £312 Supplement

We need a person with proven leadership ability to take responsibility for the day-to-day running of an Indoor Kids' Workshop at 30 to 32 Bradmore Park Road, W.6. The children attending the Centre are in the age group six to 14 years and the activities cover a wide *range of crafts*.

We are looking for a mature person able to supervise staff with qualifications and/or experience of working with children and of craft activities to consolidate and develop the work of the Centre.

Application forms from Personnel Manager, London Borough of Hammersmith, Hammersmith House (BOC Building), Black's Road, W6 9DJ, quoting Ref. DIR AS 17. Closing date, 12 November, 1976.

LONDON
INNER LONDON EDUCATION AUTHORITY

COCKPIT ARTS WORKSHOP
Gateforth Street
London NW8 8EH

ACTOR/TEACHERS

With Theatre-in-Education Team for projects in I.L.E.A. Secondary Schools and Colleges. Burnham (F.E.) Range *Lecturer Grade I.* Salary scale £2,460-£4,377 plus £312 London allowance and £312 supplement (starting point dependent upon age, qualifications and experience). Applications are invited from either sex.

Assistance may be given towards household removal expenses.

Appointment to start on 1st January, 1977.

Stamped addressed envelope for details and application forms to the Director of the Cockpit. Returnable by 5th November, 1976.

GRIFFIN & GEORGE LIMITED

Have a vacancy for a BIOLOGIST in the technical and marketing team, to work on ideas for new equipment for science education.

The work, based in Birmingham, involves evaluation of equipment and ideas, preparation of instructional material and advertising copy, liaison with teachers, designers and consultants, acting as a member of the technical back-up team.

The successful applicant will probably be a young graduate in a biological science with a keen interest in science education.

Attractive salary, first-class conditions and good prospects with a rapidly expanding organization.

Write or telephone for an application form: Mrs. Georgina Watts, Griffin & George Limited, Frederick Street, Birmingham B1 3HT. Telephone: 021-236 [illegible]

SANDWELL
(Metropolitan Borough of)

Required for January 1977: PERIPATETIC INSTRUMENTAL TEACHER to teach Oboe and Bassoon. The salary will be in accordance with Scale 2 and a mileage allowance is payable. Applications from unqualified persons with suitable experience will also be considered.

The person appointed will be part of a team of teachers working within the Authority's scheme for instrumental instruction under the supervision of the Music Adviser. The post will involve playing in the Authority's Orchestra which gives concerts in schools and working with the Music [illegible].

Apply as soon as possible to the Director of Education, Education Offices, P.O. Box [illegible], West Bromwich, West Midlands.

BEXLEY
(London Borough of)

PERIPATETIC CLARINET TEACHER required January, 1977, to teach very small groups and for School Recitals. Further opportunities to participate in cultural life of the Borough. Scale Allowance for suitable candidate, plus car allowance. For further details from the Music Adviser [illegible].

I.L.E.A. [illegible] Assistance with removal expenses, legal fees, and disturbance allowance can be considered.

Application forms from Chief Education Officer for Schools (TES), Town Hall, Crayford, Kent [illegible]

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
(Broadstairs, Margate and Ramsgate)

Applications are invited from suitably qualified TEACHERS/INSTRUCTORS for the following full-time peripatetic post:—

CLARINET TEACHER Scale 1 (Scale 2 with extra responsibility may be given to a suitably experienced teacher).

The person appointed will begin work in January, 1977, or before if possible in schools in the above Division. Salary will be according to qualifications and experience and applicants who are not recognised as *qualified teachers* will have Special Scale, £90 below Scale 1. Travelling expenses will be paid according to the Kent Scheme.

Application forms and further particulars (enclose stamped addressed envelope) from the County Education Officer, Reference T., Springfield, Maidstone, Kent ME14 2LJ, to whom they should be returned as soon as possible, but not later than 1st November, 1976.

English as a Foreign Language

DERBYSHIRE
EDUCATION COMMITTEE
SECONDARY ENGLISH LANGUAGE CENTRE
Babington Road, Derby

A qualified TEACHER is required from January, 1977, to teach BOYS' GAMES and SWIMMING. Ability to take part in teaching English as a second language would be welcomed. This post is not suitable for a probationary teacher.

Salary, Burnham Award, Scale I.

Forms of application obtainable from the Warden at the above address and should be returned to the Centre without delay.

DEVON
EDUCATION COMMITTEE
SOUTH DEVON TECHNICAL COLLEGE
Torquay

Required, 1st January, 1977 — LECTURER I, to teach ENGLISH as a Foreign Language.

To join specialist team developing well-established full-time E.F.L. courses. E.F.L. qualifications desirable.

Applicants should be trained teachers, preferably graduates.

Salary:—
Lecturer I, £3,469 to £4,377, plus £312 per annum supplementary payment. (Placing on scale according to qualifications and experience.)

Details and application forms returnable within seven days obtainable from the Principal.

EPSOM
ENGLISH COLLEGE

Needs two TEACHERS. Successful candidates are likely to be Graduates with a T.E.F.L. qualification and experience.

Salary (including in both cases a responsibility allowance and six weeks' holiday) £3,076 per annum. Telephone: Epsom 27[illegible]

LEICESTERSHIRE

PROJECT DIRECTOR

LANGUAGE TRAINING FOR NON-ENGLISH SPEAKING WORKERS

Leicestershire is mounting an in-company language training programme for non-English speaking workers beginning in January, 1977. This project which is Home Office sponsored will be run from a base to be established in the city of Leicester. It is envisaged that the project will run until August, 1978, in the first instance. An additional Tutor Organizer and part-time Tutors will be recruited following the Director's appointment.

Applicants for the post of Project Director should be qualified teachers with experience of teaching English as a second language and have had suitable experience. The appointment will be at the *salary of Senior Lecturer* (Burnham Further Education) £5,071 to £5,601 per annum plus £312 per annum supplement. Secondment would be considered for applicants currently employed by Leicestershire.

Application should be by letter to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, naming two referees, arriving not more than two weeks after the appearance of this advertisement. Further particulars are available on request by telephone to Leicester 871313 ext. 437. Stamped addressed envelope, please.

SUSSEX

DIRECTOR OF [illegible]
SUMMER HOLIDAY SCHOOL

DIRECTOR of Studies for Courses required by [illegible] sive AIELS school in [illegible] Mid-June to early [illegible] each year. Applicants [illegible] have relevant EFL qualifications and experience, and a flair for the organisation of courses and social programmes.

Accommodation [illegible] required. Negotiable [illegible] Curriculum vitae to [illegible] 2523, The Times, WC1X [illegible]

TEACHING ENGLISH AS A FOREIGN LANGUAGE

Posts are available in [illegible] Plymouth, starting January [illegible] Experience in teaching [illegible] a foreign language [illegible] course required. [illegible] Mathematics, basic [illegible] nics or naval subjects [illegible] tage.

Contact: Teacher Selection Department, International [illegible], Shaftesbury Avenue, London [illegible]. *Telephone:* 01-437 9167.

Appointments Wanted

LECTURER. Modern [illegible] Studies, several years [illegible] in China, seeks post [illegible] in higher education [illegible] ministration.—Box TES [illegible], Times, WC1X 8EZ.

LECTURER in Mathematics [illegible] post in further education, preferably "A" level [illegible] traditional, and O [illegible] H.N.C. Telephone [illegible] 74620.

M.A. in Social Anthropology, native speaking French [illegible] and Danish, with [illegible] wildlife experience [illegible] writing/editing or [illegible] seeks job mid-January [illegible]. Write Box TES 2524 [illegible], WC1X 8EZ.

PERSONAL Assistant [illegible] graduate (23) [illegible] post. Honours degree [illegible] training and [illegible] tarial work.—Write [illegible] 2519, The Times, WC1X [illegible]

QUALIFIED, experienced [illegible] requires piano teaching [illegible] Europe. Five years [illegible] perience in independent [illegible] England. Write Box [illegible] The Times, WC1X 8EZ.

SPANIARD, [illegible] perienced, seeks [illegible] Spanish. London [illegible] de Vai, 2 Bedford [illegible]

TEACHING or [illegible] Physics for [illegible] M.Sc. in [illegible] experience (Former [illegible] and industrial [illegible] Box TES 2517 [illegible] 8EZ

Educational Courses

DUNFERMLINE

COLLEGE OF PHYSICAL EDUCATION

ONE TERM IN-SERVICE COURSE IN OUTDOOR PURSUITS

26th April, 1977 to 2nd [illegible] 1977

This one term course [illegible] be of interest to [illegible] wish to work [illegible] people in the outdoors [illegible] (open to all teachers [illegible] tions from other [illegible] qualified persons will be [illegible] sidered.

The syllabus includes [illegible]

Orienteering, Mountaineering, Mobile camping, Canoeing, Sailing and an Expedition [illegible]

The course will be based [illegible] Dunfermline College [illegible] of the time will be [illegible] the College's Outdoor [illegible] Kingussie, Invernessshire [illegible] varying situations throughout Scotland.

Further particulars and application forms [illegible] tained from: The [illegible] Dunfermline College of Physical Education, [illegible] North, Edinburgh [illegible]

ilea
INNER LONDON EDUCATION AUTHORITY

Schools' Psychological Service

Educational Psychologist

(Grade B)

to work in the SE Quadrant at 18 Glenluce Road, SE3 7[illegible]

Salary range: £7,660-£8,461 (inclusive of London Weighting and supplementary allowance).

Applicants should have an honours degree in psychology, teaching experience, a post-graduate training in educational psychology and not less than three years experience as an educational psychologist.

The successful candidate will be required to assist with the [illegible] of the Schools' Psychological Service generally and to contribute to the assessment and follow up of handicapped pupils.

Details and application forms from the Education Officer (EO/Estab 2A/1), Addington Street Annexe, The County Hall, London SE1 7PB.

Forms to be returned by 5 November, 1976.

EDUCATIONAL COURSES
continued

NEWCASTLE upon Tyne
THE UNIVERSITY
SCHOOL OF EDUCATION
IN SERVICE
DEGREE AND DIPLOMA COURSE IN EDUCATION
(D.A.E.S. and B.Phil.)

The following one-year full-time COURSE, leading to the Diploma in Advanced Educational Studies and the B.Phil. in Educational Studies for serving teachers with at least *three years' experience* will be held in Newcastle in the academic year commencing September, 1977.

DEVELOPMENT AND EDUCATION OF YOUNG CHILDREN (3 to 8 years)

The examination for the Degree of B.Phil in Educational Studies is taken after a further period of part-time study.

Further particulars and application forms may be obtained from the Administrative Officer, Further Professional Studies Division, School of Education, University of Newcastle upon Tyne, St. Thomas' Street, Newcastle upon Tyne NE1 7RU. Applications should be returned to him not later than 30th November, 1976.

WORCESTER
WORCESTER COLLEGE OF HIGHER EDUCATION

SUPPLEMENTARY CERTIFICATE IN MATHEMATICS

Applications are invited from qualified TEACHERS for the one year full-time course in MATHEMATICS commencing in September, 1977.

This course is designed for those who did not originally qualify as teachers of mathematics at secondary level but who now wish to do so. The course, which is under the personal direction of Mr. Cyril Hope, sometime Director of M.M.P., will cater for students of widely differing backgrounds in mathematics including those who have not studied the subject since leaving school.

Applications will be welcomed from recently qualified teachers who have been unable to obtain employment suited *to their initial qualifications.* There is still a great shortage of mathematics teachers and employment prospects remain good.

Further information about the course and forms of application may be obtained from The Registrar, Worcester College of *Higher Education*, Henwick Grove, Worcester WR2 6AJ.

YORK
THE UNIVERSITY

INSERVICE COURSES FOR *TEACHERS*

BIOLOGY and BIOLOGICAL EDUCATION.
CHEMISTRY and CHEMICAL EDUCATION.
MATHEMATICS and MATHEMATICAL EDUCATION.
PHYSICS and PHYSICS EDUCATION.

Spring Term, 1978.

Applications are invited for places on these one-term courses, credits of which can lead through further work in school, to the higher degree of M.Sc.

These courses comprise units concerned with recent advances in the main subject and units relating to modern school syllabuses; other units cover curriculum development and wider aspects of science and mathematical education.

During the second part of the course, which is principally done in school over the following 21 months, teachers carry out a small research project in their main subject or some aspect of science or mathematical education.

A limited number of bursaries, awarded by the Sellers' Institute and by Shell U.K. Ltd., to cover subsistence and travel, is available for teachers on the Chemistry course.

Further details and application forms may be obtained from the Graduate Office, University of York, Heslington, York YO1 5DD.

OUTDOOR PURSUITS, FIELD STUDIES, GENERAL EDUCATIONAL COURSES available throughout the year for groups or individuals. Full-time experienced Instructional Staff. Nearly 300 acres of land with half-mile of Lake Windermere frontage.—For further details write, outlining your needs. — John Naylor, Y.M.C.A. National Centre, Lakeside, Ulverston, Cumbria, or telephone Newby Bridge 582.

[illegible] a Field Trip? Try Court[illegible] Centre, Kingsbridge, S. Devon (Tel.: Loddiswell 227). New large, purpose-built Centre; ideal setting, close to coast and Dartmoor. Very comfortable spacious laboratory, etc., very favourable rates. Open all year round. Apply *for full details now.*

Awards and Scholarships

LONDON, SE21
[illegible] COLLEGE

[illegible] announce that up to [illegible] ENTRANCE SCHOLARSHIPS will be awarded on the results of the examination to be held in February, 1977. In addition [illegible] per annum can be awarded. Candidates should be between the ages of nine and 14 on 1st September, 1977. The examination for candidates born between 1st September 196[illegible] and 31st August [illegible] will be held on 26th February and 1st March; for all other candidates the examination will be held on 23rd February.

[illegible] Entrance Scholarships will be [illegible] to the value of half the full tuition fee (at present £830 per annum). At least one Scholarship will be an instrumental music [illegible]. In cases of need the value of a Scholarship may be increased. All Scholarships are available to day boys, full boarders and weekly boarders. Applications to sit the examination should be made by 31st December.

Further particulars may be obtained from The Master, Dulwich College, London, SE21 7LD.

SUSSEX
ST. MICHAELS BURTON PARK

[illegible] Independent Boarding School [illegible] Woodard Corporation [illegible] OPEN SCHOLARSHIP EXAMINATIONS in GENERAL [illegible] and in MUSIC will be held during the week beginning [illegible] 31.

Entry forms should be received by [illegible] December 15th. For these forms and full particulars please apply to [illegible] Secretary [illegible]

Personal

Announcements

AGENCY REQUIRES TUTORS

IN ALL MAIN SCHOOL SUBJECTS

TEACHERS and GRADUATES required for part-time home tutorial work *throughout Great Britain. For* details and application form send foolscap s.a.e. to: PERSONAL TUTORS (Dept. N.2), 12 Willow Rise, Sandy, Beds.

A PRIVATE ADVANCE
£30 UPWARDS
arranged without security or delay
CAMPBELL & HOBSON LTD.
107 Jermyn Street, London, S.W.1. Write, call or 'phone, 01-839 5056.

CAMBRIDGE
GIRTON COLLEGE

Applications are invited from a SCHOOLMISTRESS to hold a SCHOOLMISTRESS FELLOW COMMONERSHIP for the school summer term 1977. The aim of the Fellow Commonership is to give the schoolmistress leisure for thought and study in her subject and the opportunity to see at close quarters what is now going on in Cambridge and to help university teachers to understand the problems faced by schools.

Applications giving a curriculum vitae, a statement by the candidate of the study she wishes to undertake and two confidential testimonials, at least one of which should be from someone able to give an account of the applicant's record as a teacher, should be sent to the Secretary to the Council, Girton College, Cambridge CB3 0JG, not later than 20th November, 1976.

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M.S.[illegible], A.C.I.B., F.B.S.
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Dr. Mary Taylor, Elm Cottage, Mill Road, Shiplake, Henley, Oxon. Telephone: Wargrave 3031.

MARY HENNIKER HEATON FUND

Applications for GRANTS under the above Fund should reach James Dodding, Trustee of the Fund at The Rose Bruford College of Speech and Drama, *Lamorbey Park*, Sidcup, Kent, by the 20th November, 1976.

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THE CITY UNIVERSITY
St. John Street, London E.C.1.
GRESHAM LECTURES IN MUSIC

Thursday 25th November at 6 p.m.; Friday 26th November at 1 p.m.; Friday, 26th November at 6 p.m.

Three one hour lectures at the University by Iannis Xenakis entitled "Paths leading to Diversified Systems of Composition. Live Performance with Analysis".

Admission free—open to the public.

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EX-TEACHERS required to work at home, as part-time Local Agents, for Personal Tutors (telephone essential). Agents required in Birmingham, Bristol, Coventry, Hull, Leicester, Liverpool, Newcastle, Nottingham, Plymouth, Sheffield, Stoke, Sunderland, Teesside and Wolverhampton. Initially; send name and address only to Dept. L.A., 12 Willow Rise, Sandy, Beds.

GRAMOPHONE records professionally produced from your tapes or use our nationwide mobile recording services. Stamped addressed envelope for details.—Morris Lane, Halsall, Ormskirk, Lancs L39 8SX. Telephone Halsall (0704) 840 329.

GOVERNESS/TUTOR required for 11-year-old girl. Spring and Summer term 1977. Basically central London but occasionally few days in country. Child unable to attend school regularly over this period owing to hospital treatment but well up to standard and has taken Common Entrance. Enthusiastic person sought who will arrange visits to museums, galleries, concerts, etc. All weekends free from lunchtime Friday. Live in or out.—Apply in writing to: Mrs. Michael Heseltine, 24 Wilton Crescent, London S.W.1.

HELP needed to look after motherless children aged 7 and 3½, both at full time schools. Orchestral musician father working odd hours. Live in and earn a little money. Applicants should be mature and responsible. 01-940 [illegible] Richmond.

LIVELY person, preferably with experience in teaching and youth work, wanted to help organise holiday activities for a small group of prep. school boys, mid-December to mid-January (Christmas free). Live in, good salary, Hampstead, London.—Apply to Box No. 314, Hampstead, London, N.W.3, giving full details of experience, interests, age, etc.

MAXIMUM mortgages for teachers. Advice for young teachers planning ahead. Remortgages and secured loans available. Either 'phone: 01-346 4663 (24-hour answering) or write: Martin Hossack Ltd., Incorporated Mortgage Brokers, Freepost, London, NW4 1YB (no stamp required).

MEET PEOPLE, make friends at parties for dances, theatres, outings, etc.—S.a.e. to Companions, [illegible], 119 Oxford Street, W1R 1PA

MORTGAGES available for teachers up to 100 per cent of valuation. Also mortgage planning undertaken for young teachers and *prospective first-time purchasers.* Contact Mr Riches, 01-980 9015, 8 Macintosh Lane, London E.9.

OSIRIS Repertory Company Historical Costume Hire (as broadcast on Radio 4). Special School Terms.—Nancy Hewins, Long House, Willersey, Broadway, *Worcs. Telephone Broadway* 2227.

TEACHERS ABROAD who wish to represent a Recognized School of English on a commission basis should write to Anglo-School, 146 Church Road, London SE19 2NT, for detailed information.

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100% MORTGAGES up to £15,000 on post-1950 Residential Properties for school teachers, civil servants and professional personnel, also 90% advances to £30,000. Please send full details to Commercial & Business Insurance Brokers (TES), 24 Mosley Street, Manchester M2 3AY. Telephone 061-228 2693.

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DIARIES for the Educational Year 1977-1978 ready in January. —Details available in December from Pitcongs Limited, Decoy, *Newton Abbot* (2605), Devon TQ12 5NA.

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Holidays and Accommodation

ATTENTION GROUP ORGANIZERS

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Accommodation available for 60 young people (up to age of 14) at converted convent just 30 minutes' ride from Cherbourg. Quineville is an excellent centre for visits to Rouen, Bayeux, D Day Beaches, etc. There is a fully heated swimming pool on the premises. Full board for 1977: 40 francs per day per person. Enquiries to Junior Club, Quineville (Manche) or to P. T. Prentice, Deputy Headmaster, Allenbourn Middle School, Wimborne, Dorset. Tel: Wimborne 4750.

TWELVE DAYS IN AMERICA
£50

England's most celebrated sacred concert choir, The Bishop's Stortford Choir, is to tour the Eastern Seaboard of North America from December 29th to January 9th, giving concerts in cathedrals and churches. In order to obtain the most advantageous group travel rates for the Choir the total number in the touring party is being raised from 40 to 114. Two further groups—one containing adults, the other boys aged nine to 16—will tour alongside the Choir. The boys' group will be run on the lines of an educational holiday. It will travel in its own Greyhound Bus and will be under the general supervision of two experienced teachers—Mr. Gordon Hanson, of the Old Herts College in Welwyn Garden City, and Mr Paul Berkeley Jones, of Ladycross School, Seaford—assisted by Mrs. Mary Lefebvre, S.R.N., S.C.M., M.T.D. *Accommodation* will be partly in hotels and partly on a guest basis with American families. In addition to sightseeing in New York and Washington the party will visit Massachusetts, Connecticut, New Jersey, Pennsylvania, and West Virginia. The second supplementary group will be made up of adults *including parents of choristers* and other friends of the Choir. Although the three groups will normally travel in "convoy", separate sightseeing and shopping excursions will be arranged for the adult party under the guidance of a local "courier". The adults will have the opportunity to attend all the *Choir's concerts and many of the* social functions connected with them, and will for the most part be accommodated in hotels along the route.

The cost of the tour for a boy will be £250 which includes all transport, accommodation, food, medical and general insurance, but *excludes passport and spending* money. The cost for parents or relatives of boys included in the party will be £380, and for "non-attached" adults £420.

In the knowledge that boys able to take advantage of this kind of educational holiday exist only in small numbers in many schools, we are offering places in the adult party at a nominal charge to teachers who act in a liaison capacity. To qualify for one of these places you would need to recruit a minimum of eight boys. This would involve contacting parents with the preliminary information set out above, distributing a detailed *circular and booking form,* collecting and forwarding deposit cheques, etc. The nominal charge for a teacher able to carry out these liaison tasks will be £50. No supervisory duties of any kind will be required during the 12 days.

For further information write to the Choir's Director, Harry Brunning, M.A., High Street, Much Hadham, Hertfordshire SG10 6BY, or telephone (0279) 84[illegible]. A number of the available places have already been taken up, so please act promptly. Places will be allocated on a first-come/first-served basis.

THE SIDNEY TIDY CENTRE
Park Wood, Poynings

Available for school parties with bunkhouse for 50, catering and lecturing facilities.

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D. S. Johnston, 30 Highbank, *Brighton, BN1 5GB (0273 507[illegible])*

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CANAL CRUISES aboard our fleet of 6, 12 and 24-berth traditional narrow boats operated by expert crewed skippers. 20 per cent off list prices for 5-day term-time bookings. Warwickshire Fly Boat Co., 140 Hollyfast Road, Coventry. 0203 33 4328.

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Cinema

Avoiding the heart of darkness

Robin Wood on Hitchcock's 'Family Plot'

Family Plot has been eagerly anticipated, lavishly reviewed, and universally admired. It is a film that asks, disarmingly rather than complacently, to be liked, and that offers numerous carefully calculated (one can almost hear Hitchcock chuckling) pointers for critical "*appreciation*": touches of sly humour, suspense mechanics, symmetrical patterning. In place of his old ambition to "put the audience through it", "give them emotions", Hitchcock seems to be inviting them to participate in a knowing game of Hitchcockery for which any intense emotional involvement would be inappropriate, even disabling.

The concept of "art as play" has strong contemporary currency. The representative note is struck by Jonathan Rosenbaum in last week's *Time Out*. "Moviegoing, like sex, is an essentially silly activity—all the more so when you're aware you're doing *it*. But *that* doesn't prevent it from being a wonderfully delicious activity on occasion." (He was reviewing Rivette's *Céline and Julie Go Boating*, but in the July/August *Film Comment* he discusses *Family Plot*—"this gem"—in not dissimilar terms.)

No one who really engages with art (in any medium) is likely to describe the activity as "silly" (or even "wonderfully delicious"). Art-as-play is fine in its place, but in the present context of man's and society's evolution, its place must be a very subordinate one indeed. If one *is* interested in art at all, one's attitude to it tends to be analogous to one's attitude to life: Rosenbaum's casually thrown in "like sex" is the great giveaway. The implicit trivialization of art and life is the ultimate stage in our alienation.

Specialist Hitchcock criticism has evolved strikingly since the fifties, yet the general perception of his films remains largely unaffected: to rate *Family Plot* high in the Hitchcock canon is to demonstrate a continuing unawareness of the significance of his best work. Indeed the film's artistic success (it is certainly the most accomplished and satisfactory of Hitchcock's late films, and arguably the least interesting) is bought with the suppression of most of what gives his best work its disturbing potency.

Hitchcock is a profoundly subversive conservative. The world of his films is split between a surface life of bourgeois "normality" and the terrible under-life on whose repression its very existence depends. His central limitation as an artist is his inability to conceive of repressed, instinctual forces as other than evil: the affirmation of a Blake or a Lawrence, that belief in the potential "resurrection of the body" crucial to any concept of liberation, is quite alien to him. The surface order must always be reimposed and reinforced, the "evil" destroyed.

Yet the surface order is a drab, colourless, empty business, a sham. Uncle Charlie (*Shadow of a Doubt*) and Bruno Anthony (*Strangers on a Train*) may be crushed under train and roundabout respectively, and Norman Bates (*Psycho*) locked forever in his cell, but the life of the films was theirs. We are left, in each case, with a perfunctory reaffirmation of the bourgeois norm that cannot possibly satisfy anyone: hence the "bitter taste" people often complain that Hitchcock's films leave behind. Yet it is this failure of satisfaction that is the index of the films' subversive power.

Critics have commented on *Family Plot*'s "mellowness"; it is true that the sexuality of its leading couple is treated in an unusually relaxed way that clearly benefits from the casting of Bruce Dern and Barbara Harris. Despite that, I would put the "mellowness" in more negative terms: the *elimination of the unpleasant*. The essential force of Hitchcock's work consists in depriving the audience of all its certainties and never offering more than a transparently hollow pretence of resolution. *Family Plot* has one superb moment—the introduction of Karen Black—where the narrative takes an abrupt, unsignposted and totally disorientating turn. But on the whole Hitchcock seems deliberately to have avoided or eliminated material that might engage the darker side of his creative personality.

When the film was first announced, I immediately read the Victor Canning thriller (*The Rainbird Pattern*) from which it is adapted. Canning's narrative moves to a genuinely shocking climax in which the heroine (the Barbara Harris character) is brutally murdered by the second couple: it seemed precisely the effect (attacking all our conventional notions of the narrative proprieties) that would attract the post-*Psycho* Hitchcock. Yet in the film the only death is accidental and (in the terms of movie morality) richly deserved. Nothing disturbs the audience's equanimity, and the deeper levels of Hitchcock's creativity seem nowhere engaged—as they were, intermittently, in *Topaz* and *Frenzy*.

Not that the pleasantness of *Family Plot* is entirely unclouded. I find the final, callously dismissive treatment of the Karen Black character (she has, after all, a conscience) a sour note, though not one that achieves any particular expressiveness (it seems an example, in a film which is in general meticulously crafted, of that perfunctoriness to which the Hitchcock of recent years is prone). The treatment of human relationships, while it lacks the overt (and maliciously funny) cynicism of *Frenzy*, also seems to me to fall somewhere short of "mellowness", unless in strictly relative terms. In a characteristically easy-going article on the film in the May/June *Film Comment*, the American critic Roger Greenspun remarks that: "Compared with Ford, Hawks, Welles, even Renoir, Hitchcock's happens to be one of the great normative visions in the history of world cinema. To an astounding degree, men and women still have the option of loving one another and living together in sanity and happiness—under the aegis of Alfred Hitchcock."

This must surely be among the most perverse judgments ever offered by a reputable critic. The fundamental tensions in Hitchcock's films are always sexual but never, in any sense in which I understand the word, normative. He once remarked in an interview that "Everything's perverted in a different way", and his favourite quotation is the Oscar Wilde "And each man kills the thing he loves". [illegible] sexual relationships [illegible] Hitchcock are almost [illegible] based on power-drives [illegible] insidiously fascinating [illegible] once devils and [illegible] Charlie, Bruno, Norman [illegible] ambiguously powerful [illegible] Violent murder becomes [illegible] mate erotic experience [illegible] shower-murder as enacted [illegible] tasy, with the knife as [illegible] phallus; the astonishing [illegible] Karin Dor in *Topaz* [illegible] of the most erotic mo[illegible] of Hitchcock). In *Fa*[illegible] this is muted, yet the [illegible] relationships are still [illegible] power: William Devane [illegible] Karen Black, Barbara Ha[illegible] pulating Bruce Dern.

The (limited) pleasures [illegible] *Plot* are, on the whole [illegible] abstract: Hitchcock's pl[illegible] craft (rather than the [illegible] making, the internal b[illegible] symmetries. Barbara Ha[illegible] wink at the camera (of [illegible] critical heavy weather [illegible] made) has two simple [illegible] tells us she is not psych[illegible] ably, the drug did not [illegible] all, the syringe was [illegible] —and she heard Willia[illegible] tell Karen Black that [illegible] now collect another [illegible] their chandelier); and [illegible] lishes Hitchcock's [illegible] the audience (from the [illegible] winks at us from [illegible] ball), hence the level [illegible] (or frivolity) on which [illegible] be taken.

His greatest [illegible] broad sense, films [illegible] *Plot* is a *film rose*[illegible] grey.

Exhibition

Search for direction

Michael Clarke

Art and the Built Environment. Exhibition, resources and seminar, The Cockpit Gallery, London, N.W.8. October 4-29.

Although the environment is bursting with information, we continue to teach not only from within the confines of subjects and their disciplines but frequently shut up in one room. When the child's attention wanders through the classroom window it is not always because he is unwilling to learn. Our response to the environment is total; it is not chopped up into pieces like the school time-table. The perpetuation of subject boundaries in secondary schools is arguably as dependent on the fears of specialist teachers trespassing outside them as it is on examination requirements. Neither pupils nor society seem to be particularly well served.

The increasingly urgent environmental issues which face our society have had the effect of directing effort towards raising the level of critical awareness. Along with attempts to move away from subject-based to pupil-based teaching, changes in practice have come about through the Town and Country [illegible] [illegible] sturbing concern has been [illegible] articulate speech, and [illegible] teachers, mostly geographers, have started their own courses.

Ken Mines, in 1971, after responding to The London Museum's appeal for rubbings of coal-hole covers went on to organize work involving original research and with primary school children too. By 1974 the ILEA Art Inspectorate had launched a two-year experimental course, "Front Door", involving not only Pimlico School but architects from the GLC department of architecture and civic design, and Ken Baynes from the Royal College of Art's "Design in Education" research team as well. The results from both schools are on show at The Cockpit.

The more important event, however, was the evening seminar held on the opening day. The speakers were Alan Tomkin, the organiser, Ken Mines from Princess May School, Christopher Crickmay from the Open University's "Art and Environment" course, Eileen Adams from Pimlico School and Colin Ward from the Town and Country Planning Association. The last two are now seconded to the Schools Council "Art and The Built Environment" project which has just been launched.

Gone were the early days of working in the dark, mostly alone. Here were experienced individuals working in organized conditions with something valuable to report. The changes they were initiating through art education are likely to be far-reaching. It was disturbing, therefore, that, despite much publicity, so few attended the seminar; its matter concerns us all.

Because environmental education reaches right across the subject boundaries, there need be no subject base at all—but in secondary schools where integrated studies are almost impossible the selection of one subject seems to be necessary. With the aim of including the emotional and aesthetic responses as much as the rational and analytical, [illegible] appeared to be the inevitable choice. Art appears to have been selected because most of our sensory information comes through sight.

At Pimlico School the visual media were the principal means of synthesis. That this could disadvantage some children was one of the questions raised, but more important ones were asked. With the range of reference so wide, who is to assess the results? Where the work is largely pupil-centred, who is to direct? Who, in other words, is the authority where the learning process is so personal? A great deal of knowledge, energy and courage are required of teachers in such a situation. Opportunities to share the experience of other teachers, like at this exhibition and seminar, can only help to overcome the many problems.

Bully, clown or tyrant?

John Peter on 'Tamburlaine'

Peter Hall's production of Marlowe's *Tamburlaine the Great* (National Theatre: Olivier) is the first time both parts of the play have been staged together—and it must have taken as much courage to do as it takes to go and see it.

Is it worth it? Let us not delude ourselves: *Tamburlaine* is an important play but it isn't a very good one. It was written by a brilliant young man barely out of his adolescence, and it has a sense of brazen, primitive grandeur. Its characterization is powerful but naive; its sense of history almost non-existent: Marlowe presents his grand theme and his grandiloquent characters with aggressive, clumsy self-consciousness, like a *nouveau riche* using his silver cutlery for the first time in public.

The programme carries a quotation from a member of the company who said during rehearsals: "We must forget about Shakespeare." The production might have been a lot better if no one had listened to him. Had he lived, Marlowe might have become a very different dramatist, but he and Shakespeare were exact contemporaries and their talents were nourished by the same inspiration: the spectacle of great but fallible men on the stage of history. Shakespeare's early history plays might never have been written without Marlowe having been there first.

But he was there first; and the importance of *Tamburlaine* lies in the fact that it sounded a new music in English theatre; a tough, hugely dramatic language which exploded among the tired alexandrines of other dramatists like a thunderclap. That, of course, means nothing to an audience today who can only see a vast, heavy-handed play full of stock characters like a Hollywood epic without location sequences. Marlowe had a sense of design but little sense of character—though he was quite clearly trying to create real people; and the only way to bring *Tamburlaine* to life is to search it for glimpses of humanity.

But Peter Hall seems to have decided that Marlowe had written a stylized play and [illegible] a violent pageant, a [illegible] tic slanging matches [illegible] scenes of bloodspurting [illegible] Faithful to his text, he [illegible] the repetitiousness of the [illegible] then deadens its effect [illegible] by having it delivered in [illegible] heroics. This scheme is [illegible] ally frustrated by Denis [illegible] Susan Fleetwood and [illegible] ford, none of whom are [illegible] giving papier maché per[illegible] even under conditions [illegible] hardship.

Albert Finney, however, [illegible] no truck with such [illegible] haviour. After first [illegible] burlaine as an acto[illegible] 'insinuating bully [illegible] he soon retreats [illegible] tuesque balefulness, giving [illegible] [illegible] the tyra[illegible] young bull [illegible] trait of the tyrant [illegible] I am still waiting for [illegible] prove, after all these [illegible] from the theatre, that he [illegible] of great stature and [illegible] magnetic stage presence.

A case of unfair play

[illegible] noise, [illegible] in class (class? bear garden more like), amazing more noise. The *World in Action* programme on Countesthorpe College (that famous 14 to 18 community school in Leicestershire) seemed designed to confirm the prejudices of people hostile to "progressive" education. Even open-minded viewers must have shared the puzzled concern of the programme's common man—a parent who wanted to know why his son hadn't left "armed with logarithms" and why his daughter did not know the meaning of the word "evaluate".

The *World in Action* team had chosen to concentrate entirely on incoming 14 year olds in the first weeks of term. They had, in some ways, tried to play fair. The principal's explanation (in a meeting of this committee that manages this school) why they were quite different from William Tyndale was run [illegible] they said—a long way through the film, apropos of nothing much — that examination results were above the national average. The film showed teachers setting children down to work—once or twice in pretty authoritarian style. The bear garden was explained — the kids were playing an international trade war game that had proved effective in stimulating a lot of good work.

But it was not quite playing fair. They showed no straight academic work—no science, languages, examination class—not even a shot of a child concentrating on writing. Just one picture of a teacher doing a bit of one-to-one arithmetic teaching in the midst of apparent confusion—and a bit of drama. It was easy to forget that the children featured had only just arrived.

Perhaps it is rather too easy for television producers to forget that it is pictures that count [illegible] scrupulous the script [illegible] that gets through is [illegible] film. Perhaps it is [illegible] that they feature what [illegible] (the radio in class) and [illegible] is normal (the science [illegible] Certainly, it is unrealistic [illegible] anyone to show the work [illegible] and complicated institution [illegible] an hour—let alone the [illegible] of problems in upper sec[illegible] cation which led to its [illegible] of working.

I was left wondering [illegible] the film's overall impression [illegible] chaos underpinned by [illegible] uncouvincing self-justific[illegible] the scenes with the pupils [illegible] was the result of deliberate [illegible] torial decisions, accident [illegible] ing of the filming, or the [illegible] all too often, the medium [illegible] the message.

Virginia [illegible]

ETV

Teenage conflicts

Anne Barnes on a serialised Romeo and Juliet

Christopher Neame and Ann Hasson as Romeo and Juliet.

Romeo and Juliet
Thames Television, Wednesdays 10.04

As a play for schools, *Romeo and Juliet* holds out promise balanced by hazards. The gang warfare between Capulet and Montague is instantly recognizable in any generation, with its niggling, self-assertive threat of violence which can start almost casually and end in death. But the love between Romeo and Juliet is more tricky. It may be about young idealism, about domineering parents and every basic teenage conflict, but it is all the more delicate for being so near to the bone.

The fights in Thames Television's new production are very good. The love scenes are rather elusive. It is being presented, uncut, in eight parts on Wednesday mornings, and will be followed by two programmes which will study, firstly, the characters of the play and, secondly, the theatre as it was in Shakespeare's day. The whole series will be repeated in the spring term.

The aim of the production has been to provide "a vivid theatrical experience full of romance, comedy and excitement". The fights are lavishly staged and given lots of time with some fine sword play and suitable amounts of blood and wreckage. The sets are luxuriantly early Italian Renaissance, sometimes rather distractingly so, and the minor characters are played with a theatrical self-consciousness which enables them to make their points ponderously enough for the slowest audience.

Romeo is played a little too confidently by Christopher Neame whose easy assurance is inclined to gloss over the extremes of mood in Romeo's character. Ann Hasson is an energetic and often affecting Juliet but she is hampered by costumes which are too elaborate and by some rather dodgy camera work in her important scenes. She has a young face and a youthful manner but the bulkiness of her clothes and the angle at which she is photographed often, disconcertingly, makes her look almost as old as her nurse.

As a production it is adequate but distinctly unmagical. There is some good acting and some satisfactory spectacle but it is all somehow a little unreflective. The poignancy of the star-crossed lovers is allowed to become just a *little* obscured by the pressing need to bundle us on to the end of the scene before the bell goes.

Early adventures in film

Carolyn O'Grady and Frances Farrer

Monsters, love stories, pop music, time travel and truancy were some of the themes in the "Let's Make a Film Festival", organized by the London Co-op education department and held at the National Film Theatre last weekend.

The themes were perhaps predictable, but, as usual, the talent was surprising. Short, imaginative, often interdisciplinary group efforts, they represented a strong argument for film studies in schools — if one is needed.

The films were not usually technically brilliant, but it did not matter. In fact technical virtuosity, where it was attempted, often threatened to get in the way of expression and simplest was usually best. There were no winners and the 24 films shown were selected from 70 entries.

Animation was a very popular technique — probably because of its links with the art department and the fact that it needs a minimum of expensive, sophisticated equipment. *Cry Wolf* from Marsh Lane primary school, near Sheffield, was a well drawn, beautifully paced piece on the well-known story.

A favourite was *The Boggley Bug* by Crowlands junior school, Romford. It was both humorous and horrific. The flavour can be got from a description of the monster: a bug, reminiscent of a large gooseberry, which causes people's eyes to boggle. The drawings were vivid and strong, and the script witty.

The title role in *The Blob* (Ormesby School, Middlesbrough) is played by a piece of plasticine from which Terry Gilliam-style creatures are born and finally a monster which eats them all. Again, a witty piece, clearly communicated.

Campions School's animations were also good and their idea was excellent: the world snooker championships, in which the balls looped impossible loops around the table.

In the horror genre was *The Tin Tins* by Summerswood First School, Borehamwood, about monsters which spring from the television to devour the world. Owing a lot to *Dr Who*, it even had its own professor who eventually decomposed the monsters with a potion.

The Potion of Horror, from Edmonton Upper School, turned its inventor into a monster who terrified all who set eyes on him, attacked defenceless young women and generally caused havoc.

Music featured strongly in many productions, though it sometimes set a challenge which could not be met: the best pop music sometimes overwhelmed visuals which were not strong in their own right.

Films which succeeded in holding their own included *Save Your Kisses For Me*, an immensely endearing animated film using Plasticine models, by boys from Moat School, Leicester, who had chosen their Pink Floyd track very carefully and *Station With No Name*, (Newham Youth film workshop) which managed to create a very sinister atmosphere.

King George comprehensive school, South Shields, attempted images of decadence to illustrate Lou Reed's *Walk on the Wild Side* and did not quite succeed. Here it was not only the song but also the sophistication of the theme which swamped the film-makers.

Science fiction was a popular genre with time distortions as the subject of *Future Times* (Tomlinscote School) and *The Time Machine* (Minet Junior School). The former dealt with life after the Third World War. It was shot very effectively in black and white and was one of the few to vary lengths of shot.

Quite a few oscars should go to Minet Junior School for their funny, vigorous adventure story. Acting, props, costumes, filming and effects were excellent, as were many of the ideas. The hero, in anorak and leather flying helmet, flitted between the millennia strapped into a shaking wheelchair, escaping from a gladiatorial fight and tiers of howling Romans to the year 2000 when women have enslaved men. References to other films and directors were clear and witty: when a head was chopped off in the Peckinpah manner there was a round of applause.

"Let's Make a Film" is an enticing suggestion but careful thought and planning are necessary before rushing into a celluloid response. Children's inventiveness set to work on themes closer to their own experience could produce less derivative films, and a closer study of professional techniques might eliminate the home movie feeling. This said, the festival releases some excellent ideas and this year's was immense fun.

Briefings

Radio and TV

Further Education

Contact (Sunday 12.35 BBC 1)
A consideration of how far the voluntary organizations can help physically disabled people.

On the Move (Sunday 18.05, Thursday 12.35 BBC 1)
Repeat of this successful series

Know Your Body (Monday 18.30 Radio 3)
An expert in survival in hot and cold climates, Rainer Goldsmith uses simple experiments to help people understand how the body works.

Into the Unknown (Tuesday 22.30 ITV)
Professor Eysenck joins forces with experts of different disciplines to authenticate astrology.

Children in the Family (Monday 19.00 Radio 3)
It is normal for parents to worry about their child's development. But are feelings of aggression towards them also normal?

Teaching Young Readers (Tuesday 19.00 Radio 3)
Two groups of programmes on the development of young children's reading and writing skills.

Engineering Craft Studies (Wednesday 9.15, Friday 12.00 BBC1)
Designed to supplement the teaching of engineering in colleges of further education.

The Fifth Estate (Thursday 18.30 Radio 3)
"A cool look at a controversial subject" is the description of this series about trade unions.

For schools

Exploration Man (Monday 10.25 ITV)
A complementary programme to "Party Time", showing a social scientist's interest in how people behave in groups and alone.

Biology (Tuesday 11.30 ITV)
"It's Life with David Bellamy" is the first stage of a series for 11 to 16-year-olds.

History in Evidence (Wednesday 9.25 VHF4)
Eleven to 14-year-olds use written evidence to examine history.

Stop, Look, Listen (Thursday 9.30, Friday 11.31 ITV)
"Postman" for seven to nine-year-old slow learners, emphasizes the importance of communicating.

Studies in technical communication

by Alec Hughes

London was the host, for the second time in 17 years, to the International Industrial Film Festival, now established in a familiar competitive pattern.

Sixteen countries entered 126 films—from West Europe, North America and Japan. They competed in eight categories. Two of these were films on subjects of economic, industrial, technical and professional interest conceived and produced for school audiences, and on scientific research and principles with an industrial application. The latter were intended primarily for specialized audiences including educational establishments.

But international festivals of this kind tend to encourage a wide range of entries with each entrant carefully allocating his films to have the best chance of winning a prize. So it would not necessarily be the proclaimed educational film groups that would include films of interest to British teachers.

Take, for example, the British entries. With three firsts, two seconds and two thirds British film makers did extremely well. The winners were British Transport's *Locomotion*, made to celebrate 150 years of public passenger rail services in Britain; the Central Office of Information's dramatic *The Motorway File* about safe driving; Shell's *Oil Well* with animation and live action to give a very detailed and clear picture of drilling techniques; BP's *Sea Area Forties* illustrating technological achievement in extremely tough environmental conditions; the Fire Protection Association's *Flammable Liquids Beware* with its compelling account of the hazards and the carelessness in trivial matters that can lead to disaster—forcefully presented with some effective demonstrations and careful editing; and IBM's *IBM 3750* about a new type of telephone switching system. All but the last would have a useful role to play in certain aspects of school education and the IBM film would join them in further and industrial education.

The winner of the school education category was a beautifully made Swiss film *Von Medium Buch Zum Medium Film*, a superb aid for film making courses and a valuable contributor to studies in literature or communication. The film selects a sequence from the film *Riedland* and, in studying the transposition from novel to film, details the complex processes of film making — both the artistic and technical aspects. Deliberately subdivided into short sequences, each dealing with a particular scene, it is designed for classroom discussion. One hopes it will be snapped up for distribution here adding, as it does, a new dimension to a film genre originally developed in this country by the BFI.

There were a plethora of films on communications (mainly telecommunication and computers), on deep sea oil operations, aspects of nuclear energy and the environment. In such circumstances it takes imagination (and maybe, at times, a bit of luck) to produce something novel. It was the sea which offered such opportunities.

Thus *Beryl a Condeep* was a fascinating Norwegian film account of the construction, deep sea towing and subsequent erection at sea of the world's first all-concrete drilling platform also notable as the first fully integrated platform which in one installation provided all the facilities for drilling, storage, and laboratory studies usually distributed among different installations.

Also from Norway came *The Salvage of the Deep Sea Driller*. In stormy weather on March 1 last the oil rig "Deep Sea Driller" ran aground off Bergen and this film describes what is thought to be the first ever salvage of such a device. But for sheer drama the Dutch *Salvage 849* must take pride of place. In 1973 a brand new ore carrier ran aground off Guernsey and was refloated with the aid of four tugs. Her cargo discharged, she was subsequently delivered to dry dock in Amsterdam with 95 per cent of her hull ripped open.

Europa Nostra (made for European Architectural Heritage Year) and in distribution for some time in Britain gave some beautiful examples of architecture in 15 West and East European countries. Regrettably not in distribution here is Shell's *The Early Americans*, made for the United States Bicentenary with its fascinating account of early Indian culture with complex urban development well before the cowboy and Indian age.

Nor should one ignore many of the films about industry—several on steel for example, a number on industrial safety, some on modern prefabrication techniques. We are just becoming acutely aware of the need for more appreciation by educationists of the functioning of industry. So one would be foolish at festivals of this kind to look solely to the school education section for likely material for class and lecture room in the 1970s.

The state and the disabled

by Diane Spencer

Disabled people suffer from the additional handicap of having to overcome the bewildering intricacies of the welfare state. They are entitled to, and do receive benefits, but the anomalies of the system lead to many injustices.

One of the aims of a new series of BBC 1 programmes, *Contact* produced by the corporation's further education department, is to help the disabled become better informed of their rights. The ten, 25-minute, programmes started on Sunday, October 10, at 12.35. The series will offer information on topics such as access, housing, mobility, further education, jobs, leisure and sex.

Although the first programme was called "Does he take sugar in his tea?" a question which sums up the attitude of the able-bodied towards the handicapped, and examines the often unintentionally hurtful, tactless way people regard them, the series is for the disabled themselves, not about them.

The second programme, "The state will provide?" featured Mr Alf Morris, minister for the disabled, and Peter Large, parliamentary spokesman for the Disablement Income Group. Mr Morris faced a pretty stiff grilling from the two presenters, Corbett Woodall—once a familiar face on BBC as a newsreader who has since become a victim of rheumatoid arthritis—and Jill Lumb who contracted polio at the age of 11 and now teaches in a school for the mentally handicapped in Sheffield.

With the skill typical of a practised politician Alf Morris managed to deflect the questions on to safer ground, but had the grace to admit that he was not complacent about the Government's record in helping the disabled.

This programme is heavy with statistics: a confusing number of statutory benefits and allowances—attendance, mobility, invalidity, industrial injuries, [illegible]—were flashed before the viewer's eyes and were impossible to absorb. This effect was, according to the producer, Ian Woolf, deliberate, as it reinforced the confusion felt by the handicapped when faced with bureaucracy, however well-meaning.

As all these facts are of vital importance, information sheets are available on most of the programmes and can be obtained from *Contact*, BBC, Wood Lane, London W12 8QT.

Mr Morris said he hoped that the programme would encourage people to take up benefits which they thought were mutually exclusive. For example, if you qualified for an attendance allowance you can also apply for a mobility allowance.

Films on offer, the BFI's list of 16mm films available from their central booking agency, is published annually in late summer. The 1976 edition lists about 6,000 feature films, gives details of their distributors and hire fees and has a selective guide to short films. It has been indexed according to film title. *Copies are free to corporate members of the BFI or can be bought from the Publications Department, BFI, 81 Dean Street, London W1V 6AA.* Cost £1.25 plus 25p postage.